



LAKE FOREST
COLLEGE

Lake Forest College Catalog

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

2015-2016

This pdf document represents an archived version of the 2015–16 online College Catalog. Information is accurate as of July 1, 2015. For the most up-to-date version of the College Catalog, please consult the online version at <http://www.lakeforest.edu/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.

MISSION STATEMENT

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's nondiscrimination policies are based on federal laws and regulations, including Title IX and other relevant regulations, as well as on its institutional ideals.

It is the stated policy of Lake Forest College that appropriate qualifications for and performance of specific duties are the basic criteria for the employment and promotion of all College academic and nonacademic staff. Lake Forest College does not discriminate against any persons because of race, color, sex, religion, or national or ethnic origin in its education program, activities, or employment. In addition, Lake Forest College is required by Title IX and regulations promulgated thereunder not to discriminate on the basis of sex in educational programs, activities, and employment. Lake Forest College does not discriminate on the basis of disability against any otherwise qualified person by denying participation in, or the benefits of, any College program or activity. Lake Forest College also does not discriminate on the basis of sexual orientation, gender identity or expression in its education programs, activities, or employment. For the purpose of this policy, the term "sexual orientation" means the status or expression, whether actual or perceived, of heterosexuality, homosexuality, or bisexuality.

Inquiries concerning Title IX should be directed to Julie Yura, Title IX Coordinator. The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting discrimination based on disability) is Stephen D. Schutt, President.

ARCHIVES

[2014 - 2015 \(pdf\)](#)

[2013 - 2014 \(pdf\)](#)

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[2011 - 2012 \(pdf\)](#)

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 Student Affairs 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.

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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, with the exception of the courses associated with the Lake Forest College Program in Greece and Border Studies.

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.

[Academic Calendar 2016-2017](#)

FALL SEMESTER 2015

- AUG 21** New Student Move-In
- AUG 25** Returning Student Move-In
- AUG 27** First day of classes
- SEP 9** Last day for permissible change of registration
- SEP 24** Academic early alerts
- OCT 17** Mid-Semester Break
until October 20
- OCT 30** Last day for approved withdrawal from a course with an automatic "W," last day to register for Credit/D/Fail option
- NOV 25** Thanksgiving Break
until November 29
- DEC 9** Last day of classes
- DEC 10** Reading day
- DEC 11** Final exams
- DEC 12** Reading day
- DEC 13** Reading day
- DEC 14** Final exams
- DEC 15** Final exams
- DEC 16** Final exams
- DEC 17** Final exams
- DEC 18** Winter Break
until January 10
- DEC 18** All Residence Halls Close for Winter Break at Noon

SPRING SEMESTER 2016

- JAN 10** All Residence Halls Open for Spring Semester
- JAN 10** Winter Break
- JAN 12** First day of classes
- JAN 25** Last day for permissible change of registration
- FEB 9** Academic early alerts
- MAR 5** Mid-Semester Break
until March 13
- MAR 21** Last day for approved withdrawal from a course with an automatic "W," last day to register for Credit/D/Fail option
- APR 5** Student Symposium
- APR 26** Last day of classes
- APR 27** Reading day
- APR 28** Reading day
- APR 29** Final exams
- APR 30** Final exams
- MAY 1** Reading day
- MAY 2** Final exams
until May 4
- MAY 5** Residence Halls Close for First, Second, and Third Year Students at Noon
- MAY 7** Commencement
- MAY 8** Residence Halls Close for Graduating Students at Noon

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Admission

Basic Requirements

We strongly value the fit between you and the College, and we require the following to make our decisions:

First-Year Students:

- Application
- Secondary School [Transcript](#)
- [One College Counselor Recommendation](#)
- [One Teacher Recommendation](#)
- Interview (highly recommended)
- Standardized Test Scores (optional)

Transfer Students:

- Application
- Official transcripts from all colleges and universities attended
- Official 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)

If you intend on seeking financial assistance, you should also complete our [Financial Aid FastApp](#), in addition to the [FAFSA](#).

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First-Year Students

Sure, we take into account your high school curriculum, your grades, and your extra-curricular activities, but we also want to know about the experiences and ideas that have shaped your life.

We look forward to helping you decide if Lake Forest is the right fit for you. Here's what we are looking for:

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 (review our [AP/IB credit score requirements](#) for more information).

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)

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 him or her](#) to set up an interview or ask a question.

Letters of recommendation

We require a letter of recommendation from a teacher and 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.

Standardized test scores and Test-Optional admissions

We accept both the ACT and the SAT, 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 TOEFL scores. Homeschool students are required to submit standardized test scores. Students who ultimately enroll at the College will be asked to submit test scores for advising and College research.

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Homeschool Students

We look forward to getting to know you and helping you decide if Lake Forest is the right fit. You can contact your homeschool admission counselor with any questions. Here's what we are looking for:

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)

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

Notice of nondiscriminatory policy

Lake Forest College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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International Students

You may contact your international admissions counselor, [Kris Sundberg](#), who will assist you with the application process and answer any questions you may have. Below is what we ask you to submit as part of the application.

Secondary 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 (review our [AP/IB credit score requirements](#) for more information).

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 foreign language(s)

Interview

We highly recommend an interview, which can be conducted on campus or by phone. 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 a letter of recommendation (in English) from a teacher and a college counselor.

Standardized test scores

Please submit either Scholastic Assessment Test (SAT) or American College Testing (ACT) scores. We use test results not only as a factor in admission decisions but also for guidance with course placement. A minimum TOEFL score of 220 (computer-based) or 550 (paper-based), or 83 (TOEFL-ibt) is required for international students. In lieu of the TOEFL score, international students may submit a minimum score of 6.5 on the IELTS.

Lake Forest College ACT code: 1054

Lake Forest College SAT and TOEFL code: 1392

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Transfer Students

We look forward to helping you decide if Lake Forest is the right fit for you. You may contact your transfer admission counselor, [Melissa Naughton](#), who will assist you with the application process and answer any questions you may have.

Here's what we are looking for:

Transcripts

We require transcripts from all colleges and universities you have attended, as well as your high school transcript. A final transcript is required at the completion of the term. In most cases, you should have a cumulative GPA of at least 2.5 on a 4.0 scale for consideration. Applicants wishing to major in business/economics, education, or communication are required to have a minimum GPA of 3.0 on a 4.0 scale for consideration, and require approval by the chair of the department.

Letters 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.

Interview

As a transfer student an interview is required. This is a conversation about 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.

Standardized test scores

We accept both the ACT and the SAT, and take the best sub-scores to compile a composite score. ACT and/or SAT scores are not required for transfer students with more than 30 semester hours of college level coursework.

Lake Forest College ACT code: 1054

Lake Forest College SAT and TOEFL code: 1392

International transfer students

You are required to submit a TOEFL score. We require 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.

Veterans and Service Members

Lake Forest College values our current veterans and service members and is supportive of those who wish to begin or complete their education with us. Please contact [Melissa Naughton](#) or [Kristin Sundberg](#) for assistance.

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.

Scholarships

The College offers a variety of scholarships for transfer students.

- [Forester Scholarships](#)
- [Presidential Scholarship](#)
- [Phi Theta Kappa Scholarship](#)
- [College of Lake County Scholarships](#)
 - Pathway Honors Scholars
 - Pathway Science Scholars
 - Pathway Humanities Scholars

Transferring 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) 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 degree must be applicable towards a Lake Forest degree and have received a grade of C- or better to be transferable.

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 4 course credits at Lake Forest, with each 3 semester credit hour course transferring as 0.8 Lake Forest course credits.

International credits

Any credit earned outside of the U.S., including credit earned through study abroad programs (excepting programs for which a transcript is issued by an accredited American college or university, or off-campus study programs that have been approved by the College as program providers for transfer credit), must be evaluated by the Academic Appeals Board of the College. Students with credit from outside the U.S. will work with [Kristin Sundberg](#), director of transfer and international admissions, on this process.

How your credits meet our curriculum requirements

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

- o First Year Studies - A course in the College’s First Year Studies Program; waived if your transfer credits equal or exceed four Lake Forest College credits (15 semester hours)
- o First Year Writing - One composition course or two writing intensive courses approved by the Director of Writing Programs (documentation of writing assignments may be required); may be waived if your transfer credits equal or exceed 7 Lake Forest College credits (27 semester hours)
- o Humanities - Two courses from an approved list; must be from two different departments
- o Social Science - Two courses from an approved list; must be from two different departments
- o Natural and Mathematical Sciences - Two courses from an approved list (includes computer science); must be from two different departments
- o Cultural Diversity - At least two courses from an approved list; the two cultural diversity courses must be taken from two different departments in the Humanities or Social Science divisions
- o Senior Studies - Determined by your major department or may be fulfilled as a Senior Thesis (as approved by the major department)

Lake Forest students and credit for summer work at another institution

Enrolled students who plan to attend a summer session at a college in the United States other than Lake Forest must obtain prior approval for the proposed program of study. Forms for this purpose may be obtained from the Registrar’s Office or are available on [my.lakeforest.edu](#). Transfer credits may be not be accepted for students who fail to obtain approval. Upon approval of coursework, credits earned by a student at another college will be converted into Lake Forest College course credits and will be included in the student’s total credits toward graduation, but the grades will not be used to calculate the grade point average. Refer to Transfer Credits (above) for specifics on how transfer credits are converted into Lake Forest College course credits. For policies governing the acceptance of transfer credit from approved off-campus program providers, see the [Off-Campus Programs](#) website.

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](#) (pdf)

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](#) (pdf)

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. Be sure to review the [general information, prerequisites, and placement tests](#) page, which also provides links to the course schedule and charts for AP and IB credit.

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 C– or better must be earned on the examination, but the student's transcript will show only a CR (Credit). 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.

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Full-Time Student

Tuition and Fees 2015 - 2016	Semester	Year
Tuition	\$20,960	\$41,920
Activity fee	\$145	\$290
Health Center fee	\$117	\$234
Recreation and Fitness fee*	\$100	\$200
Subtotal	\$21,322	\$42,644
On-Campus Resident Charges		
Standard Room Rate	\$2,285	\$4,570
Board (all meal plans)	\$2,500	\$5,000
Subtotal	\$4,785	\$9,570
Total Tuition and Charges	\$26,107	\$52,214

Differential Room Charges

Halls	Semester	Year
Cleveland-Young, Deerpath, Nollen (Double or Triple)	\$2,590	\$5,180
Roberts, McClure, Gregory (Stairwell Single),	\$2,750	\$5,500
Roberts, McClure, Gregory (Single)	\$2,800	\$5,600
McClure, Gregory, Roberts (Super Double)	\$2,900	\$5,800
Lois, Cleveland-Young, Deerpath, Harlan, Blackstone, Nollen (Single) Moore (Double)	\$3,010	\$6,020
Moore Hall Super Suite	\$3,112	\$6,224

Other Tuition Charges

Tuition Per Course (exam credit included)	\$5,240
Auditor Tuition Per Course	\$400
Course Overload Tuition (for more than 4 1/2 credits)	
Per half-course credit	\$2,620
Per quarter-course credit	\$1,310
Community Education	
Tuition per course	\$5,240
Degree Candidacy Pending Student	
Tuition per course	\$2,950
Billing deposit	\$200
Dual High School Enrollment	\$2,950
Master of Arts in Teaching	
Tuition per course	\$3,225
Post Graduate Teaching Option	
Tuition per course	\$3,225
Masters of Liberal Studies	
Tuition per course	\$2,500
Billing deposit	\$200

Other Expenses

Student Health Insurance (mandatory unless waiver is completed and accepted by August 13, 2015)	
Full year (12 months)	\$1,350
Second semester only (Jan - Aug: Spring Semester Students Only)	\$970
Orientation Fee	\$200
Senior Dues	\$100
Music Lessons (per hour)	\$55
Financial Aid Fee	\$20

DESCRIPTION OF FEES

Deposit

A \$500 deposit is required of all new students. Of this amount, \$200 will be refundable only after the student withdraws or graduates from the College, net any outstanding debts owed to the College. \$300 will be applied toward the student's account. If the student does not enroll in courses, the \$500 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 \$145 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 \$117 per semester fee is mandatory and nonrefundable.

Recreation and Fitness Fee

The Recreation Fee is a mandatory, nonrefundable fee of \$100 per semester that is charged to all Lake Forest College students.

Financial Aid Fee

The Financial Aid Fee helps to offset the cost of the software used by the Office of Financial Aid to process your scholarship and financial aid.

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Financial Policies

All tuition and fees are due 14 days before the start of classes unless enrolled in a monthly payment plan. Registration for subsequent semesters will not be permitted if payments are not 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

Statements are made available online 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.

Two payment procedures are available:

- **Standard Plan** - Full semester charges due 14 days before registration.
- **Forester Monthly Payment Plan** - This monthly payment plan allows families to spread all or part of the annual expenses over 10 interest-free monthly payments. There is an annual enrollment fee and payments begin July 15. Enrollment after August 15 will qualify the student for registration, but past due payments must be made up. Information on the payment plan is available www.lakeforest.afford.com. Families also have the option of enrolling in the Forester Payment Plan on a semester basis. There is a 5-month plan for fall semester which also starts on July 15. The payment plan for the spring semester begins on December 15.

Interest Charges, Late Fees, and Collection Costs

Accounts not paid in full by the due date will be assessed a late fee. 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 33% 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 Student Affairs.

Undergraduate students registering for fewer than three credits per term with the permission of the Office of Student Affairs 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 Coordinator 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 Student Affairs on or after June 1 and before July 1, will be charged \$500. Students notifying the Office of Student Affairs 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.

Associated Colleges of the Midwest (ACM) Programs

Students accepted into off-campus ACM programs are billed the Lake Forest tuition rate by the College for a normal course load. Course overloads and summer courses in ACM programs have different charge levels and policies. Program fees vary and are payable directly to the College. Required program deposits are paid directly to the ACM office. In addition to any ACM program fee or deposit, there is a Lake Forest College administrative deposit of \$250, which will be applied as payment toward program expenses upon participation. If the student withdraws from the program, the deposit may be forfeited if notification is not made by the required date.

Emergency Loans

Emergency loans are approved by the Student Accounts Office for a maximum of \$400. The approved loan is presented to the Cashier in order to obtain the funds, and payments for the loan are made to the Cashier. Any unpaid student loans are placed on your account at the end of the semester with a penalty of 10% of the loan balance. Loans are subject to interest charges and are only approved under specific situations. Students that default on repaying an emergency loan will no longer be eligible to receive funds under the program.

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Withdrawal

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 Student Affairs 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 Student Affairs. 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 Student Affairs 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.

First Semester	Second Semester	Refund
<i>On or before:</i>		
September 4, 2015	January 19, 2016	90%
September 11, 2015	January 26, 2016	80%
September 18, 2015	February 2, 2016	70%
September 25, 2015	February 9, 2016	60%
October 2, 2015	February 16, 2016	50%
October 9, 2015	February 23, 2016	40%
<i>After:</i>		
October 9, 2015	February 23, 2016	0%

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

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.

Summer Programs

TUITION

Summer Session tuition for 2015 is \$3,300 per course or internship. Each Lake Forest College course is equivalent to 4.0 semester hours.

First- and second-year [Lake Forest College students](#) behind on credits are eligible to take a course at \$400, less per-credit than **any other summer program** in the Chicago region. [Lake Forest College students](#) and [visiting students](#) are also eligible for a need-based financial grant.

Summer Session [high-school student](#) tuition is \$2,925 per four-credit course. A limited number of Summer Merit Scholarships are available.

Summer Session [community student](#) tuition is \$2,925 per four-credit course. The auditor rate is \$400.

REGISTRATION DEPOSIT

A \$100 [non-refundable deposit](#) is due one week before each summer session term. For 2015:

- May Term (May 12-June 5): Deposit due May 5
- June Term (June 8 - July 3): Deposit due June 1
- July Term (July 6 - July 31): Deposit due June 29

Deposits are refunded if admission is denied or a class is closed or canceled. The remaining tuition balance is due on the first date of each summer term.

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.

HOUSING AND MEALS

Admission to Summer Session does not guarantee on-campus housing; a separate application for residence hall housing must be made to the Office of Residence Life.

2015 housing packages are available for \$320 per summer term. The rate for additional weeks, for other approved campus activities, is \$80 per week.

Contact ARAMARK at 847-735-5225 for information regarding summer meal plans. Summer meal plans may be purchased in packages of 25 all-you-care-to-eat meals, 50 all-you-care-to-eat meals, or 50 all-you-care-to-eat meals (plus \$55 flexible spending dollars for use at Boomer's Café).

REFUNDS

Tuition refunds are given only when a student officially withdraws from a course; refunds are handled by the Business Office. All withdrawals must be made in writing and presented to the Registrar. The official date of withdrawal is the date the Registrar receives the withdrawal request.

Tuition refunds will be granted as follows:

After one session:	90%
After two sessions:	70%
After three sessions:	50%
After four sessions:	0%

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Need-Based 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) and the Lake Forest Application for Financial Aid (LFAFA). **Please note** that the EFC reported on your FAFSA is not a literal figure, so it does not reflect the amount you will actually need to pay.

The FAFSA is used to apply for *need-based aid* (grants, loans, work-study) if you are a U.S. citizen or permanent resident. It allows us to determine if you qualify for aid from the College, federal government and your state.

If the amount you pay for college will be a factor in deciding where you enroll, we recommend that you complete the FAFSA even if you do not think you will qualify, and even if you have not yet been admitted.

General Notes about the FAFSA:

- The web address is www.fafsa.gov.
- Our Federal School Code is 001706.
- The FAFSA is not required if you are applying *only* for scholarships.
- Applications received late will be accepted, but available funding may be less.

If your expected family contribution is less than the cost of one year of college, you have “financial need” and may qualify for “need-based” financial aid. Here is a simple equation to demonstrate:

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

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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 - \$20,000 for a year, grants of varying amounts are made based on your individual circumstances, application and eligibility.

Lake Forest Cornerstone Grant

This grant is awarded to students who show distinct potential and character. It is not based on financial need.

Lake Forest Founders Grant

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

Federal Pell Grant

This federal grant is awarded to both full- and part-time students with exceptional financial need. Awards range from \$500 - \$5,500. Must be a U.S. citizen or permanent resident.

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.

Illinois Monetary Award Program (MAP) Grant

This state grant is awarded to Illinois residents who attend an approved Illinois college/university, and meet the “need” requirements. The maximum grant is currently \$4,720. The Illinois Student Assistance Commission (ISAC) administers this and other state grants. Together with ISAC our Office of Financial Aid determines if you are eligible for the grant.

The FAFSA must be submitted before the deadline announced by ISAC to be considered.

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. If you were determined to meet the eligibility criteria for the MAP grant, an award is included on this award letter. This award may be an estimate made by the financial aid office and, if so, is identified as a “State of IL MAP Grant (Est)”. MAP grants are limited based on the number of applicants and funding levels appropriated by the Illinois General Assembly. Please be aware that in light of state funding constraints, reductions to estimated or actual MAP grants are possible.

Eligibility for a MAP grant is tracked by the equivalent number of semester credit hours of MAP benefits paid on your behalf. This is called MAP Paid Credit Hours. Payment for each term is being made according to the equivalent number of credit hours eligible for MAP payment, with a minimum of 3 and a maximum of 15 MAP Paid Credit Hours.

There is a limit on the number of MAP Paid Credit Hours that can be paid while you are classified by your school as a freshman and sophomore. This limit is the equivalent of 75 MAP Paid Credit Hours. If this maximum is reached, you must attain junior status for your MAP grant eligibility to resume. The maximum number of MAP Paid Credit Hours that can be received is capped at 135.

If a State of IL MAP Grant (Est) is not included in your award letter, you are not eligible for the grant at Lake Forest College.

Illinois Grant Programs

There are a limited number of [special programs](#) (including scholarships) available to Illinois residents.

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.

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.

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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.

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.

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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. At this time, we expect to offer work-study funds to students who qualify for the Federal Pell Grant.

Lake Forest College Work-Study

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

How are students placed?

You must have been awarded Federal Work-Study or Lake Forest Work-Study by the Office of Financial Aid in order to work on campus.

Priority in placing students will be based on financial need as determined by the Office of Financial Aid, the date of receipt of all applications (admission, financial aid, work-study) and the date of their deposit made to the College.

Students must complete employment forms in the Office of Business Affairs before beginning work (see link on right).

Students are expected to treat their position like any other part-time 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.

How much can be earned?

Students who are eligible under either program are normally offered up to \$2,500 for the year (10-12 hours per week) though the amount is not guaranteed. 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. (See [Off-campus employment](#)) 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 check every two weeks, unless different arrangements have been made with the Office of Business Affairs.

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MERIT-BASED SCHOLARSHIPS

We offer merit-based scholarships recognizing academic achievement, talent, and community engagement. Most scholarships are awarded at the time of admission, and any additional applications must be submitted prior to application decisions being mailed.

Presidential Scholarship

An award of up to \$12,000 per year is based on the application for admission, curriculum, transcript, interview, recommendations, and standardized test scores.

Forester Scholarships

Forester Scholarships range up to \$8,000 per year and recognize a dedication to academics, the arts, sciences, and community.

Chicago Public School Scholarship

Up to 20 highly-qualified graduates of Chicago Public Schools will be offered half-tuition merit-based scholarships, in addition to available financial aid.

Alumni City Scholarship

Action-oriented students from Boston, Denver, Detroit, Los Angeles, Minneapolis, Phoenix, San Francisco, and St. Louis are eligible for a \$10,000 award based on the overall strength of their academic program and evidence of an entrepreneurial spirit.

American Democracy Scholarship

Students with an interest in American history, law, politics, or other related fields are eligible for a \$5,000 per year award, thanks to a generous donation to the College.

Phi Theta Kappa Scholarship

Transfer students who are members of the Phi Theta Kappa international honor society may receive a \$15,000 scholarship.

College of Lake County Scholarships

In recognition of our educational partnership with the College of Lake County, the College is pleased to offer two full-tuition scholarships to CLC Honors Scholars Program participants each year. The College also provides a guaranteed scholarship award for students in the 2-2 Science Scholar Program in addition to either the PTK Scholarship or Presidential Scholarship.

Davis United World College Scholarship

Davis United World College Scholarships are available to qualified UWC students. This scholarship is awarded on the basis of academic achievement and financial need.

Filing the FAFSA allows us to consider students for need-based grants, loans, and work study. It should be noted, scholarship recipients may not receive funds from the College which exceed tuition.

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Satisfactory Academic Progress

Continued eligibility for financial assistance is dependent upon a student maintaining "Satisfactory Academic Progress" (SAP). At the end of every semester, every federal aid recipient must achieve and maintain a cumulative grade point average (GPA) of at least 2.00 and must complete at least 67% of the total classes they attempt.

Any student not meeting the SAP standards must be placed on "Financial Aid Warning" for one semester, but will continue to receive their financial aid. If a student is still not meeting these standards after one semester of warning status, the student must be placed on "Financial Aid Suspension" and will not be eligible to receive financial aid until the student meets SAP standards.

If extenuating circumstances have made it difficult to meet satisfactory progress, the student can appeal their "Financial Aid Suspension." The appeal must include an academic plan (*approved by the advisor*) on how the student plans to meet this standard within a reasonable time-frame. Students who appeal and are granted an extension of the aid, will be placed on Financial Aid Probation, on a semester-by-semester basis.

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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.

Important details concerning graduation requirements are reviewed in the Lake Forest College [Student Handbook](#).

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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.

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General Education Curriculum

All students must successfully complete the General Education Curriculum as a requirement for graduation. The General Education Curriculum (GEC) 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. Included also are requirements for writing and for cultural diversity.

The GEC consists of three main requirements:

1. First-Year Studies (including the Writing Requirement)
2. GEC Breadth Requirement (Academic Divisions and Cultural Diversity)
3. Senior Studies

First-Year Studies

The General Education 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 GEC breadth or cultural diversity requirement. Successful completion of writing assignments and sufficient progress as a college writer in FIYS is one way to satisfy the First-Year Writing requirement. However, students who are evaluated to need additional instruction and practice in college writing skills will be required to successfully complete College Writing 100 in the Spring of the first year.

First-Year Writing

The College supports the transition to the College’s writing intensive curriculum through First Year Studies. Students write frequently in First Year Studies courses and are provided with substantial feedback on their writing to help them progress. At mid-term, the Director of Writing Programs, in collaboration with First Year Studies professors, will recommend students to take College Writing 100 in the spring semester. While most students will make sufficient progress as writers in their First Year Studies courses to satisfy the First-Year Writing requirement, students who need additional instruction and explicit guidance in writing processes and skills will be required to take College Writing 100 to prepare them to meet the expectations of the writing curriculum at the College.

Breadth: Academic Divisions

At a minimum, students must complete two credits from each of the three liberal arts areas: humanities, social sciences, and natural and mathematical sciences. Most courses in the departments listed count toward these requirements.

Specific Requirements:

- Each of these six credits must come from a different department.
- These credits must be completed by the end of the junior year.

Breadth: Cultural Diversity

At least two courses from an approved list, must be taken by the end of the junior year; the two cultural diversity courses must come from different departments. (Please note: Only one course may be counted in Modern Languages and Literatures, and First-Year Studies courses do not fulfill this requirement.)

Courses that fulfill the Cultural Diversity requirement are marked on each academic year’s course schedule. Courses that count for cultural diversity requirements may count toward the GEC Breadth: Academic Divisions

Successful completion of approved study-abroad programs will meet the GEC Breadth: Cultural Diversity Requirements. Approved study-abroad courses that count in Lake Forest College academic divisions (as transfer credit or as Lake Forest College Credit) will also count toward the GEC Breadth: Academic Divisions Requirements.

Senior Studies

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. Students may complete two separate senior studies courses or choose from one of the following options: (1) an interdisciplinary two-credit senior thesis that is satisfactory to both departments (the student taking this option should register for one credit in each department) or (2) any two-credit combination of a senior seminar, senior thesis, research project, and/or creative project, with at least one credit in each department.

Seniors who do not pass the senior studies requirement(s) may not graduate.

Juniors may enroll in a senior studies course and fulfill the requirement with the permission of the instructor. This requirement may be not be completed during the freshman or sophomore year.

GEC Divisions

For purposes of the General Education Curriculum breadth requirement, departments are classified into divisions as follows:

Humanities

Art, Communication, English, Modern Languages and Literatures, History, Music, Philosophy, Religion, Theater

Social Sciences

Economics and Business, Education, Politics, Psychology, Sociology and Anthropology, Urban Studies (only URBS 110 meets the requirement)

Natural and Mathematical Sciences

Biology, Chemistry, Environmental Studies (only ES 108, 116, 203, 204, 205, 220, 282, 316 and 350 meet the requirement), Mathematics and Computer Science (Math 105 does not satisfy the requirement), Physics

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MAJOR AND MINOR PROGRAMS

The College maintains major and minor fields of concentration in both traditional academic departments and interdisciplinary programs.

Departmental majors and minors permit depth of study in particular disciplines, while interdisciplinary programs encourage students to draw connections among distinct bodies of knowledge and areas of inquiry.

A major represents significant course work leading to substantial knowledge and competence in a given field; a minor entails less course work and is designed to produce basic knowledge and competence in a given field.

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. Students who choose three major/minor areas may not select more than two in the same division. Upon successful completion of a minor, the student will have it recorded on his or her transcript. No student may receive more than 15 credits in any department.

The Major

Students may choose a major from among the many departmental fields or from a number of formal interdisciplinary majors designed by the College and supervised by faculty committees.

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.

Every major will also include the culminating senior studies requirement, ordinarily a senior seminar or a senior thesis. 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, ones that do not double count, and at least three of these five must be at the 300 or 400 level. Majors may be pursued in the following interdisciplinary programs (noted with an asterisk) and departments.

American Studies *
Area Studies *
Art
Asian Studies *
Biology
Business
Chemistry
Communication
Computer Science
Economics
Education
English
Environmental Studies *
Finance
French
History
Independent Scholar *
International Relations *
Latin American Studies *
Mathematics
Music
Music Education
Neuroscience *
Philosophy
Physics
Politics
Psychology
Religion
Sociology and Anthropology
Spanish
Theater

The Minor

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
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Chinese
Cinema Studies *
Classical Studies *
Communication
Computer Science
Digital Media Design*
Economics
Education
Educational Studies *
English
Entrepreneurship and Innovation *
Environmental Studies *
Finance
French
Gender, Sexuality, and Women's Studies *
German
History
International Relations *
Islamic World Studies *
Latin American Studies *
Legal Studies *
Mathematics
Medieval and Renaissance Studies *
Museum Studies *
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Neuroscience *
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Physics
Politics
Print and Digital Publishing *
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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 with a high GPA 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.

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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. 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 (see "[Definition of a Lake Forest Credit.](#)")

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

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, song writing. Students may take one tutorial a year beginning with the second semester of the first year, for a total of four tutorials.

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.

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.

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; senior projects in studio art may be approved for a maximum of two course credits.

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 College for that term. If approved by the student's advisor, the program must be confirmed by 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).

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Dual-Degree Program in Engineering at Washington University

Lake Forest cooperates with the [School of Engineering and Applied Science at Washington University \(St. Louis\)](#), 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 two years of study. Admission to the final two years of the program is at the discretion of Washington University.

Students accepted into the engineering dual-degree program must complete an Approved Program Withdrawal form in the Office of Student Affairs before leaving the Lake Forest campus to enter Washington University.

Students will receive a Bachelor of Arts degree from Lake Forest after earning a Bachelor of Science degree 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 at Lake Forest College.

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.

The minimum requirements are a B average, with no transfer of credit for courses with grades lower than C-, and a formal recommendation from Lake Forest College. 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 recommended core of courses include the following: Math 110, 111, 210, and 214 (Calculus, Multivariable Calculus, and Differential Equations); Chemistry 110, 111 or Chemistry 120, 121 (General Chemistry or Principles of Chemistry and Introduction to Laboratory Research); Physics 120, 121 (General Physics); and Computer Science 112 (Object-Oriented Programming and Design). The Biomedical Engineering program requires Biology 120, 221, and 340 (Organismal Biology, Cellular and Molecular Biology, and Animal Physiology) in addition to those courses listed above.

Five courses in the humanities and social sciences, including two in one field, with at least one at the 300 or 400 level and no more than two courses in performance or studio art are required.

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

Jump to:

- [Dual-Degree Program in Engineering at Washington University](#)
- [Accelerated Admission at Monterey Institute of International Studies](#)
- [3+3 BA/JD Program with Vermont Law School](#)
- [3+3 BA/JD Program with Loyola School of Law](#)
- [3+3 BA/JD Program with The John Marshall Law School](#)
- [3+3 BA/JD Program with Chicago-Kent College of Law](#)

Accelerated Admission at Monterey Institute of International Studies

[The Graduate School of International Policy and Management \(GSIPM\) at the Monterey Institute of International Studies \(the Institute\)](#) is committed to educating and empowering the next generation of public policy professionals who will address the critical global issues of the 21st Century. Lake Forest College has a global focus and educates intelligent, enthusiastic and mature undergraduates who also have as their goal becoming global public policy professionals. Both the Institute and Lake Forest College believe that young policy professionals are best prepared by emphasizing wide knowledge, professional skills, the ability to apply this knowledge and these skills using a second language, as part of a high level of intercultural competence. With these shared interests, both institutions hereby agree that qualified Lake Forest College students may enter Institute programs with accelerated status. According to this understanding, Lake Forest College students admitted to the Institute with accelerated status need complete only 48 credits to earn their Master's degree, instead of the 60 credits normally required.

Both institutions will jointly develop a process for identifying Lake Forest College students who are qualified to apply for accelerated entry. Key selection criteria for such students include:

- Academic excellence at Lake Forest College as indicated by overall GPA, GPA in those courses relevant to a specific degree program offered at GSIPM, and other academic work indicating an ability to succeed at the graduate level.
- Knowledge and expertise relevant to the degree or program the student will pursue at the Institute.
- Advanced second-language capabilities.
- Maturity, as indicated by evaluated professional work (e.g., an internship or job), the ability to manage one's time, and demonstrated commitment to effective international policy study and practice after graduation from the Institute.
- Motivation to succeed in a rigorous professional education program.
- Support from faculty and others at Lake Forest, as well as supervisors of professional experience, in the form of a letter(s) emphasizing the above qualities.

Prior to enrollment at GSIPM the selected Lake Forest College students and the GSIPM staff will design a tentative program at GSIPM in which those students are exempted from GSIPM courses previously completed at Lake Forest that which would otherwise be part of the degree curricula at the Institute. Within the 48 credits they must complete for the degree, Lake Forest College students must meet all graduation requirements for the specific degree they pursue, either by taking these courses at MIIS or at Lake Forest.

GSIPM requires all of its graduates to take 12 units of a second language. It may be possible that selected Lake Forest College students can waive some of this language requirement, based on an entrance exam. They may also choose to enroll in advanced intensive courses at MIIS or Middlebury College in the summer prior to enrollment and transfer these units for their degree requirements. Students may also get language credit at MIIS in conjunction with professional service assignments where they use their second language.

Priority will be given to students in those Programs of Study at Lake Forest which best match the programs offered by GSIPM. The International Relations major is perhaps the most obviously applicable here, but Lake Forest College may recommend students to the GSIPM from Environmental Studies, Economics, Business, Politics, French, Spanish, Asian Studies, Islamic World Studies, or any Lake Forest College major program, including the Independent Scholar major. The Senior Thesis, if applicable, could be a significant part of the selection process.

As part of this agreement, students nominated by Lake Forest College and admitted with Accelerated Entry status to the Institute will receive preferential consideration for Monterey Institute Merit Scholarships. MIIS awards range from \$7,000 - \$15,000 per academic per year and are renewable for a second year, pending good academic performance. Lake Forest applicants will automatically be considered for the scholarship; there is no separate application required. For maximum consideration, students should apply for admission by March 15 for the following fall semester.

Students admitted with Accelerated Entry status may choose to defer enrollment for up to one year, for the purpose of gaining professional experience related to their MA program at MIIS. These students will have access to the Career Advising Center at MIIS for the purpose of assistance in placement which maximizes their preparation for their MA at MIIS. For this service, MIIS charges a fee of \$500 and the student is not required to reapply for Accelerated Entry.

3+3 BA/JD Program with 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 (eight 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.

3+3 BA/JD Program with Loyola 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 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 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 (eight 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.

3+3 BA/JD Program with The John Marshall Law School

[The John Marshall Law School](#) permits a limited number of exceptionally well-qualified students to enter The John Marshall 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 The John Marshall Law School 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). The John Marshall 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 and LSAT score at or above the median of college graduates accepted into the regular J.D. program. Currently, those medians are a 3.25 GPA and a 154 LSAT.

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. The John Marshall Law School welcomes applications to this accelerated admission program from qualified students belonging to groups under-represented in the legal profession.

Before entering The John Marshall 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 Lake Forest College course credits (96 John Marshall semester hours) toward the bachelor's degree. Upon successful completion of two full semesters of law school, a maximum of 32 more John Marshall semester hours (eight 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. 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 junior 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.

3+3 BA/JD Program with 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, eight 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 their 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.

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HONORS FELLOWS PROGRAM

The Honors Fellows program recognizes students admitted to Lake Forest College with exemplary high school careers and high promise for independent study and research at the College.

Only a select few students are invited to become Honors Fellows. They are expected to produce independent research and present findings at the annual [Student Symposium](#), in addition to creating distinguished [senior theses](#).

Fewer than 10 percent of applicants to Lake Forest College are invited to apply for the Honors Fellows program. Those admitted to the program are granted a number of unique opportunities and distinctions:

- Fellows receive an Honors Fellow designation on their transcript.
- Fellows are able to pre-register for their academic course before the general student body.
- Fellows who maintain at least a 3.6 GPA in the fall semester of their first year will be offered the opportunity to enroll in a *fifth course* in the following semester for no additional charge. A typical student course load is four courses each semester. The opportunity to take an extra course, free of charge, is normally reserved only for upper-division students who qualify for the Dean's List. With this option extended to first year Honors Fellows, they are given more flexibility during their college tenure for [research](#), [study abroad](#), [internships](#), or [independent study](#).
- Fellows are offered exclusive opportunities to develop career skills and network as an ambassador with premier employers through the Career Advancement Center.
- All Honors Fellows are invited to apply to become a Richter Scholar. Those accepted into the [Richter Scholar Summer Research Program](#) conduct primary research with Lake Forest College faculty in the summer following their first year.

Fewer than 10% of applicants to the College are offered the opportunity to apply for the Honors Fellows Program.

RICHTER SCHOLAR SUMMER RESEARCH 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. The ultimate goal of this program is to foster a strong commitment to the intellectual life, and to encourage participating students to consider careers in research and teaching.

[Honors Fellows](#) and other academically excellent students with an interest in research are invited to apply for the Richter Scholar Summer Research program in the early spring of their first year. During this time, they work one-on-one with a faculty member, doing independent research in one of a wide variety of fields. As the Richter Scholars live and work together and participate in a weekly colloquium, they become a community of peers, providing encouragement and support for one another's research endeavors. The result is a group of scholars motivated to continue their intellectual achievement in the future.

Program Options

Lake Forest College is pleased to offer two distinct versions of the Richter Scholar Program for Summer 2015. The programs deliberately differ in length and scope to provide the most flexibility to our faculty and students so that we attract our most talented faculty scholars to serve as mentors and our most intellectually motivated students to apply and be selected for this program.

During the research period, students will not pay tuition, and residence and dining halls will be available at no cost.

The application form will be available at the beginning of spring semester and will detail the minimum qualifications and the application and selection process. **The deadline has passed for submitting applications for this highly selective program.**

Applicants should carefully read the program description below as well as these two PDFs to complete an application:

1. [2015 Richter Program Faculty Mentor Proposals](#) (which lists and describes faculty projects for both research options)
2. [2015 Richter Scholar Application Form](#) (which students must complete electronically and submit it by email as instructed within the form)

Please contact [Shubhik DebBurman](#), chair of the Honors Fellows/Richter Scholar Committee, with any questions.

RSCH 181: Independent Research Experience I (20-25 students)

This award is given to selected students to engage in a four-week research project, beginning immediately after the College's commencement and coinciding with the first four-week summer session.

For RSCH 181 (Independent Research Experience I), faculty will offer a targeted research experience that will be focused and intense, with special emphasis on short-term outcomes. This is ideal for projects that are "ready to go," where students can begin researching on day one. Faculty mentoring in this short-term research experience will rely on frequent and direct contact with students. This experience may include off-campus visits to libraries and museums, fieldwork, archival research, content analysis and any other activity that can be realistically worked into a three-week period. Students will not necessarily end this research program with a finished product, but they will engage in a rich, substantive experience and will make substantial progress. Some projects may accommodate multiple students resulting in a research community that may resemble a "mini" course – but one that focuses on the research experience.

Students working on independent research projects will also meet as a group under the auspices of the Summer Program faculty advisor, engage in some social activities as a group, and present their research findings at a common forum at the end of the term.

Students will receive 0.5 course credit (RSCH181), evaluated on a Credit/D/Fail basis, at the successful completion of the research period. This credit will count towards overall graduation credits but will not satisfy GEC or major requirements. This independent research project will provide for 75 hours of student work during the first summer session (which translates to full days of research throughout the four weeks). The recommendation for the distribution of these contact hours is as follows: a minimum 15 hours of direct faculty contact/supervision, 55 hours of independent research work, and five hours of group coordination by the Summer Program faculty advisor.

RSCH 182: Independent Research Experience II (10-15 students)

This award is given to selected students to engage in a 10-week research project where the research project start date coincides with the start of the first summer session and the end date occurs 10 weeks later. Any changes to the start and end dates may only be requested after you have been selected as a Richter Scholar and must be agreed upon by the faculty mentor you have been matched with and by the faculty summer director of the Richter Program, [Don Meyer](#).

For RSCH 182 (Independent Research Experience II), long-term projects will start more slowly and develop over time. The longer research period is essential to the nature of the work conducted in these sustained research outcomes. Professorial mentoring is key and the student will work under the direction of a professor, sometimes alongside that professor. Yet these projects will also require more independent work than in RSCH181.

Students working on different projects will also meet and engage in some social activities as a group and will present their research findings at a formal symposium at the end of the term.

Students will receive one course credit (RSCH182), evaluated on a Credit/D/Fail basis, at the successful completion of the research period. This credit will count towards overall graduation credits but will not satisfy GEC or major requirements. This session involves 150 hours of work for credit, and 250 hours of work for pay, for a total of 400 hours of student work. The 150 hours devoted to one-course credit comprise a minimum of 25 hours of direct faculty contact/supervision, 100 hours of independent research work, and 25 hours of group coordination by the Summer Program faculty advisor. The student is compensated for the remaining 250 hours, composed of independent research and direct faculty contact/supervision, with a \$2,000 stipend.

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Internships

Internships taken for credit at Lake Forest College are off-campus learning experiences 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 work in non-academic settings.

GUIDELINES

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 Vice President for Business Affairs and by the Internship Supervisor, the Associate Vice President for Career and Professional Development/Director of Internships.

[NOTICE FOR NON-U.S. CITIZENS](#)

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.
- Internships are open to juniors or seniors. In special circumstances, to be determined by the Internship Supervisor and the Associate Vice President for Career and Professional Development/Director of Internships, 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.
- 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 maximum of two 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.
- For each credit, approximately 150 hours of on-the-job experience will be required. The number of hours may be reduced if the internship involves significantly more written or creative work, as required by the Internship Supervisor.
- Internships will be graded Credit/D/F.
- Internship proposals must be approved by the student's academic advisor, the Internship Supervisor, and the Associate Vice President for Career and Professional Development/Director of Internships.
- Commission-based internships will not be approved for academic credit.

Requirements

For an internship for credit, a student will be required to do the following:

- Meet with their Internship Supervisor during the semester prior to the internship.
- Read these Guidelines for Internships and complete the Request for Internship Approval following the Internship Supervisor's advising session and before registration.
- Register for the internship before the end of the drop/add deadline. Letters from the on-site supervisor must also be submitted to the Internship Supervisor by the end of the drop/add period.
- Write a list of goals and objectives for the Internship Supervisor's approval.
- Complete a reflective paper on the internship. This assignment must be submitted to the Internship Supervisor by noon on the first day of finals for that semester. After evaluating this assignment, the Supervisor will send it to the Director of Internships by the end of the finals period. Students who fail to turn in the reflective assignment cannot receive higher than a grade of D for the internship. Assignments should include a description of the duties performed, the relevance of the student's previous academic training to the internship, and the role the internship played in the student's academic program.
- Complete a substantial paper, a project, or a study on issues related to the internship, as assigned by the Internship Supervisor. Work performed for the employer such as research projects, computer programs, or newspaper articles may form the basis of this requirement.

On-Site Supervisor Responsibilities

- There will be one person designated to serve as the on-site 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 Supervisor a letter that offers the student an internship and includes a written job description. The letter 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 Supervisor at least monthly.

- At the end of the internship, the on-site supervisor must submit to the Internship Supervisor a written 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.

Internship Supervisor Responsibilities

- The Internship Supervisor must maintain regular contact with the intern and the intern's on-site supervisor, either in-person, by telephone, or e-mail.
- The Director of Internships will maintain a master list of the Internship Supervisors, the on-site supervisors, and the students assigned to them.

Evaluation

At the end of each semester all students who have completed internships for credit will be required to evaluate the experience. Students will be contacted by the Director of Internships two weeks before the end of classes, and advised of the procedure for completing the evaluation form. The evaluation must be completed by the student at the Career Advancement Center no later than noon on the first day of finals for that semester. Students who fail to turn in the evaluation form cannot receive higher than a grade of D for the internship. A coded label will be used to identify the student. Only the Dean of Faculty Office and the Associate Vice President for Career & Professional Development/Director of Internships will have access to the identity of the evaluator. The evaluations will be kept in the Dean of Faculty Office or in the office of the Director of Internships. Internship Supervisors and chairpersons of the department in which the credit is being awarded may see the evaluations only after the grades have been submitted to the Registrar's office.

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

NOTICE TO STUDENTS WHO ARE NOT UNITED STATES CITIZENS

If a qualified non-citizen wishes to receive payment for an internship, he/she 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 see Erin Hoffman, Director of Intercultural Relations, (x5207 or hoffman@lakeforest.edu) who will file the appropriate forms with the USCIS.

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Off-Campus Study

Participating in an off-campus program, whether to study, intern, research or volunteer, can be a life-changing experience. You might spend a semester studying entrepreneurship in China, interning at the National Assembly in Paris, networking with successful alumni in Chicago’s Loop, doing hands-on research on dengue fever in Costa Rica – or your can choose an entirely different way to customize your academic career at Lake Forest College.

We believe deeply in the value of off-campus learning, and many students pursue these experiences, especially during their junior or senior years. Such study may be on a different continent, or through one of our approved domestic programs in Chicago or Oak Ridge, Tennessee. Programs are offered in each semester and during the summer. Lake Forest College offers all of these opportunities and many more for students wishing to enhance the knowledge gained on-campus through an off-campus program.

The College is mindful of the benefits gained not only by students who study off campus but also by the larger campus community upon their return. Sharing their experiences with others, in and out of the classroom, these returning students contribute to our community’s understanding of global issues and enrich our campus life.

Students may participate for credit in a total of two semester-long programs chosen from our list of 200+ programs in 70 countries. The programs on this list may be sponsored by Lake Forest College, the Associated Colleges of the Midwest, or one of several trusted program providers. All Lake Forest and affiliated program options can be found on the [Programs We Offer webpage](#). The only exceptions to this two-semester limitation are the following:

- The Lake Forest In the Loop Program is not included in this limitation. Students may go on two semester-long off-campus programs and still remain eligible to participate in one term in Lake Forest In the Loop. The total amount of programs completed is not to exceed three terms.
- If a student has a truly compelling reason to study off campus for a third semester in a program other than Lake Forest College In the Loop, the student may petition the Academic Appeals Board (AAB) for permission. The College does not favor such petitions, however, and the AAB will very rarely approve one. More information is available from the Director of Off-Campus Programs.

Please review the “Financial Aid” section for information about transferability of financial aid.

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[BORDER STUDIES](#)

At the end of their spring semester study on campus, Border Studies participants spend three weeks on the U.S.-Mexico border, conducting a service project and learning from integrative field work while living with a family in Mexico.

[LAKE FOREST COLLEGE IN THE LOOP PROGRAM](#)

Lake Forest College In The Loop extends curricular choice for students by offering a mix of learning options and internship opportunities. Students reside in downtown Chicago and learn about various distinctive aspects of the city through academic programming and co-curricular activities. This program is offered during both fall and spring semesters.

[GRANADA SEMESTER](#)

In Granada, students will study Spanish, enroll in an elective course, work in an internship, and live with Spanish host families. This program is held during the fall semester only.

[GREECE PROGRAM](#)

To study the cultures of ancient and contemporary Greece, students begin this interdisciplinary program on campus and then explore the major archaeological sites and modern cities in Greece. There is no foreign language requirement, and students can earn credit in several disciplines. This program only is offered in the spring semester.

[NEW ZEALAND PROGRAM](#)

In collaboration with IES, Lake Forest College offers a fall semester program in New Zealand appropriate for students in all disciplines, including the natural sciences.

[PARIS PROGRAM](#)

This fall semester program in the City of Light includes class sessions at historic Paris sites, a two-credit internship, intensive language study, and living with a French host family.

All Lake Forest and affiliated program options can be found on the [Programs We Offer webpage](#).

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Eligibility

Most students study off-campus during their junior year or the first semester of their senior year. Some programs, including our own Greece Program, accept rising second-semester sophomores, but priority generally will be given to juniors and seniors. Internship programs require junior status.

Eligibility to study off-campus includes the following:

- A minimum cumulative GPA of 2.5 by the time of participation
- Advisor approval
- Dean of Students approval
- Agreement to observe all College procedures and regulations
- Additional eligibility requirements, such as language proficiency, higher GPA, or level-in-school, may be set by individual programs.

Although the length of study is usually for one semester, a student may petition the Academic Appeals Board to spend an entire year abroad. It is also possible to spend two non-sequential semesters on different programs (if one of those programs is a Lake Forest Program).

Grade requirements for particular programs vary from a minimum 2.5 to 3.0 or higher. To avoid disappointment, confirm a program's requirement before applying. Students on academic probation are normally ineligible to study off-campus. In addition, students are required to maintain all eligibility requirements, including GPA, for the semester(s) prior to departure for their off-campus program.

Students must also be in good judicial standing, and those who have displayed a pattern of disregard for College policies may be ineligible. Students denied participation on academic or conduct grounds may petition the Academic Appeals Board to consider their case. The Academic Appeals Board is unable to consider cases of students denied by non-Lake Forest program hosts.

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Credit

In order to earn academic credit for off-campus study, students must successfully complete all campus procedures and submit all required documents. The type of credit earned depends on the program.

Students will earn Lake Forest credit for all programs included on the College's approved list of affiliated off-campus study programs.

For Lake Forest program courses taught by Lake Forest faculty, the grades will appear on the transcript and count toward the GPA. These courses include the bridge course on the Lake Forest College in Auckland program, College faculty-taught courses in the Loop, the Lake Forest College Border Studies program, and all courses on Lake Forest College in Paris and Greece programs. Students may opt to take these courses as Credit/D/Fail.

For all other courses/programs on the [approved list of affiliated off-campus study](#) programs, the course titles and grades will appear on the 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 Credit/D/Fail through the College, but may elect to do so if allowed by their host program.

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 Ashley Sinclair, Director of Off-Campus Programs, 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.

- For purposes of calculating general honors (e.g. cum laude, Phi Beta Kappa), accepted transfer credit will be used in GPA computations.
- With the approval of the department chair, transfer credit may count toward a major or minor.
- No more than 16 transfer credits can be counted toward Lake Forest College degree requirements.
- 12 of the last 16 credits must be Lake Forest College credits, and the final four credits must be from Lake Forest.**
- 15-16 semester hours must be successfully completed to earn the equivalent of one Lake Forest semester (4 Lake Forest course credits). For other credit systems, students can consult with Ashley Sinclair, Director of Off-Campus Programs, or BJ White, Associate Registrar.
- The policy permitting students on the Dean's List to take a fifth course without additional charge is applicable ONLY to certain Lake Forest College programs. Please consult the Student Handbook and the Director of Off-Campus Programs for further details.

Any variance to the above requires approval of the Academic Appeals Board.

**Students interested in studying off-campus during their final (8th) semester should consult with the Director of Off-Campus Programs. These participants must petition the Academic Appeals Board for a waiver of this rule for any program earning transfer credit, NOT including the College's In The Loop program when the Columbia/Roosevelt/School of the Art Institute of Chicago option for courses is selected.

Note: Students who do not complete all required forms for off-campus study—including Stage 1 eligibility, Stage 2 application, and the ensuing pre-departure documents—may NOT study abroad on Lake Forest College Approved Program Leave and should not assume transferability of credit from another program.

GEC Requirements

Successful completion of approved study abroad semester programs will meet the GEC Breadth: Cultural Diversity Requirement. Approved study abroad courses that count in Lake Forest College academic divisions (as transfer credit or as Lake Forest College credit) also will count toward the GEC Breadth: Academic Divisions Requirement.

Transcripts

Requests to send an official transcript (required by most programs) must be made in person at the Office of the Registrar (North Hall). The first official transcript ordered is free. Subsequent copies are \$7.00.

You may download from your College account an unofficial transcript or request one free of charge from the Office of the Registrar. An unofficial transcript does not carry the College seal. Unofficial transcripts may be submitted as a campus eligibility document.

All transcripts for completed programs should be sent directly to the Office of the Registrar. Grades are not posted until students complete returnee requirements.

Note: Transcripts for completed off-campus programs will be recorded by the Registrar as received from the sponsoring program or institution. Students who earn transfer credit from an approved off-campus 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.

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Costs can vary greatly from program to program. A student receiving financial aid (scholarship, grant, loan) at Lake Forest may be able to use that aid for an off-campus program. In most cases, loans and federal and state grants are transferable to other programs.

Participants in Lake Forest College-branded, ACM, and affiliated programs on our [“Programs We Offer” webpage](#) will pay regular Lake Forest tuition plus other program costs and personal expenses.

Tuition and fees for non-Lake Forest programs vary, and financial aid is not applicable. A student may file a petition for a non-affiliated program to be granted transferability of aid. The student must outline in their petition why the program is the best fit for their academic and career goals. Petitions are reviewed by the Off-Campus Program Committee, and are not guaranteed to be approved. Petitions for programs that are similar to those already on the affiliated off-campus study program list are unlikely to be approved. If approved, the student will pay Lake Forest tuition and a program fee before aid can be transferred.

Billing procedures for all programs will be facilitated by Lake Forest College, allowing students who are participating in approved programs to remain enrolled at the College. Students will be billed by Lake Forest College. The College will, in turn, pay the program sponsor. An administrative processing fee of \$500 will apply to all programs not on the guaranteed-aid list.

Financial Aid

Students may carry financial aid to a TOTAL of two programs. Such aid is guaranteed ONLY for Lake Forest-branded, ACM, and programs on the affiliated off-campus study programs list.

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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 (1.0 Lake Forest credit) includes at a minimum the equivalent of forty-two 50 minute instructional hours per term. 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 and Costs](#)" 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.

Academic Standing and Progress

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 student is expected to fulfill graduation requirements within four years.

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 first two weeks 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](#) with an automatic W will be the last day of the ninth week of classes (unless a Medical Withdrawal has been authorized). After the end of the ninth week, withdrawal results in either a W or a WF, depending upon the instructor's evaluation of the student's progress in the course at the time of the withdrawal. A student may not withdraw from a course after the last day of classes (that is, during the reading or examination periods).

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Students who complete degree requirements during the Spring semester, as well as those who have completed their requirements during the previous summer and fall terms, are encouraged to participate in the Commencement ceremony. Others will be allowed to participate only if they have obtained written approval of a proposed summer program at Lake Forest College that will make it possible for them to satisfy their degree requirements by the following August 31.

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 her or his 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).
- 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.

GPAs 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.

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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.

Credit-D-Fail Option

Students may choose the option of receiving a notation of CR (Credit) to indicate a grade of C- or better in any course they take. Under this option, grades of D (no plus or minus), F, W, and WF are recorded on the transcript as usual. Application for this option, or for changing back to regular letter grades, must be made before the last day of the ninth week of classes in a 15-week course or the deadline for withdrawing from classes with an automatic W for other types of courses. Approval of the student's advisor is required. No more than eight credits with grades of CR based on this policy may appear on a student's transcript at any one time. Students may choose to change a grade of CR 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 CR 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	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	0.67
B	3.00	C-	1.67	F	0.00

Grades of CR, I, X, MW, W, and RS will not be included. A grade of WF is computed as a failing grade (0.00). 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 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 the end of the first week of classes of Spring semester if the incomplete was received at the end of the Fall semester, and no later than one calendar week after the close of the Spring semester final exams if the incomplete was received at the end of that semester.

Instructors are required to submit the revised grade to the Registrar within three days after the expiration of the incomplete. Extensions of the deadlines are possible only with special permission from the [Dean of Students](#). 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.

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. This policy includes courses from which a student has withdrawn with a WF.

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.

The following students who receive Academic Early Alerts must submit a plan of action to the Assistant Dean of Faculty for Learning Support:

- First-year students (unless they have already earned more than 6.0 credits) or students in their second year who are still at first-year class standing.
- First-semester transfer students
- Students on Academic Probation

These students must respond within one week after the notice is sent, indicating the changes the student will make to improve her or his course performance. Copies of this plan will be sent to the student's advisor.

Academic Probation, Suspension, and Dismissal

The academic record of every student is reviewed by the Academic Appeals Board of the faculty, the Dean of the Faculty, and the Dean of Students at the end of each term. As a result of such reviews, students may be placed on academic probation by the Dean of Students or the Academic Appeals Board as a warning that they are in danger of academic suspension.

Students are placed on academic probation whenever their cumulative GPA falls below 2.0. No student on academic probation may be enrolled as less than a full-time student, unless special permission has been given by the Dean of Students.

Students 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. 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. See the [Student Handbook "Policies and Procedures—Academic"](#) for more information.

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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.

More information

To read more about academic honesty at the College, please see the [Student Handbook](#).

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African American Studies

Faculty

Judy Massey Dozier

Associate Professor of English, Chair of African American Studies

Areas of Study: African American literature, gender studies, nineteenth-century American literature.

Paul S. Orogun

Associate Professor of Politics

Areas of Study: comparative politics, Africa

Daw-Nay R. Evans Jr.

Assistant Professor of Philosophy

Areas of Study: nineteenth- and twentieth-century European philosophy, ancient Greek philosophy, Africana philosophy

Kurt Ham

Lecturer in Anthropology

Areas of Study: cultural anthropology, African cultures and history, technology

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Course Descriptions

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AMER 101

AFAM 205: Stereotype, Prejudice, Discrimination

An examination of psychological approaches to the problems of prejudice and discrimination. Topics covered include the prevalence of prejudice in American society, theoretical perspectives on the causes of prejudice, the psychological processes underlying different forms of prejudice (e.g., racism, sexism, ageism, homophobia, and ethnocentrism), and methods of combating prejudice and encouraging acceptance of diversity. Such topics will be explored through examination of classic and contemporary research. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: PSYC 205, AMER 201

AFAM 216: African American Literature I

A study of slave narratives and contemporary revisions. Includes works by Equiano, Douglass, Delaney, Jacobs, Morrison, Johnson, and Williams. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ENGL 216, AMER 216

AFAM 217: African American Literature II

An examination of narrative attempts before, during, and after the Harlem Renaissance to move from imposed stereotypes toward more accurate representations of African American experiences. Includes works by Chesnut, Du Bois, Hurston, Larsen, Hughes, Toomer, Baldwin, and Walker. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ENGL 217, AMER 217

AFAM 218: Blues Women in African Amer Lit

An analysis of the representation of "blues women" and the music in writings by African Americans. Authors include Larsen, Hurston, Morrison,

Wilson, Jones, and Walker. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ENGL 218, AMER 218, GSWS 218

AFAM 219: African Politics

A survey of the geography, social and political history, and postindependent politics of Black Africa. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: POLS 217

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SOAN 221

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: MUSC 227, AMER 227

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: THTR 241, ENGL 241

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ETHC 250, RELG 221

AFAM 254: African American History

A survey of African American history from the sixteenth century to the present, with attention to important themes and events: the African heritage; slavery and the response to bondage; emancipation and reconstruction; African American society under Jim Crow; the northern migrations and the making of the urban ghettos; African American debates on freedom and models of Black leadership in the twentieth century; aspects of contemporary African American America. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 230

AFAM 258: Spike Lee and 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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: PHIL 258

AFAM 271: African American Philosophy

African-American philosophy can be defined in two ways: (1) wide-ranging philosophical work done by Americans of recent black African descent and (2) philosophical work on the lived experience of Americans of recent black African descent. We will primarily read philosophers whose philosophical

work emphasizes the African-American experience. Thematically, the course will be guided by one overriding question: Given the historical reality of the Atlantic Slave Trade, the Three-Fifths Compromise, the anti-miscegenation laws, the Fugitive Slave Law, Lynch Law, and the Jim Crow laws, among many other inhumane practices, how does the experience of Africans in America constitute a unique combination of philosophical perspectives? Once we answer this question, we will understand how the African-American experience has created a new tradition in Western philosophy. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: PHIL 271

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ENGL 312, AMER 312

AFAM 325: Black Literature of the 60s

(Black Literature of the 60s and its Legacy.) A study of the literature produced by major participants in the Black Arts and Civil Rights movements, along with an examination of writings after the 60s to determine the legacy of the themes of protest and social change. Authors may include Amiri Baraka, Malcolm X, Martin Luther King Jr., Haki Madhubuti, Sonia Sanchez, Assata Shakur, Eldridge Cleaver, Gil Scott-Heron, Angela Davis, Tupac Shakur, Jay Z, M.K. Asante, Jr., Common, Ice Cube, Lupe Fiasco, among others. Prerequisite: English 217 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ENGL 325, AMER 325

AFAM 328: Diasporan Writings

(Diasporan Writings from Contemporary Black Writers). This course presents stories by immigrants of African descent from throughout the Caribbean as well as African writers, and significant writings by American authors of African descent. These works will illustrate the scope and variety of aesthetic, cultural, and political concerns that have motivated the authors. Course may include Jamaica Kincaid, Edwidge Danticat, Michelle Cliff, Paule Marshall, George Lamming, Chimamanda Ngozi Adichie, Ngugi wa Thiong'o, Tsitsi Dangarembga, J. Nozipo Maraire, Edward P. Jones, Suzan Lori-Parks, Natasha Tretheway, Rita Dove, Walter Mosley, M. K. Asante. Authors will vary with different semesters. Prerequisite: (Diasporan Writings from Contemporary Black Writers). This course presents stories by immigrants of African descent from throughout the Caribbean as well as African writers, and significant writings by American authors of African descent. These works will illustrate the scope and variety of aesthetic, cultural, and political concerns that have motivated the authors. Course may include Jamaica Kincaid, Edwidge Danticat, Michelle Cliff, Paule Marshall, George Lamming, Chimamanda Ngozi Adichie, Ngugi wa Thiong'o, Tsitsi Dangarembga, J. Nozipo Maraire, Edward P. Jones, Suzan Lori-Parks, Natasha Tretheway, Rita Dove, Walter Mosley, M. K. Asante. Authors will vary with different semesters. Prerequisite: ENGL/AFAM 216 or 217 or permission of Instructor. (Meets GEC Cultural Diversity requirement.) (Meets GEC Cultural Diversity requirement.)
Cross-listed as: ENGL 328

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 120 or History 121. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 306, AMER 361

AFAM 380: Black Cinema

Black Cinema addresses a range of periods and movements in Black Cinema: the Los Angeles School (for example Haile Gerima), Blaxploitation and its critics, Women directors (Leslie Harris, Julie Dash, Yvonne Welbon, Kasi Lemmons) critiques of Hollywood (ex: Robert Townsend's Hollywood Shuffle) and a unit on Spike Lee. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: COMM 380

Requirements

MINOR IN AFRICAN AMERICAN STUDIES

No major is currently available.

The Minor in African American Studies requires 6 credits as described below.

Required Courses:

- African American Studies 110: Introduction to African American Studies
- African American Studies 216: African American Literature I
- Independent Research Project to be approved by the African American Studies Chair.

Three Elective Courses:

Select courses from the following list. One of the three courses must be at the 300-level.

- African American Studies 312: Black Metropolis: A Study of Black Life in Chicago
- Communication 380: Black Cinema
- English 217: African American Literature II
- English 218: Blues Women in African American Literature
- English 325: Black Literature of the 60s and its Legacy
- English 351: Junior Colloquium. Content varies depending on topic. Fulfills minor only when topic emphasizes African American experiences.
- History 226: American Civil War
- History 230: African American History
- History 306: Civil Rights Movement
- Music 227: History of Jazz
- Philosophy 258: Spike Lee and Black Aesthetics
- Philosophy 271: African American Philosophy
- Politics 217: African Politics
- Politics 234: Urban Politics
- Politics 242: Politics of the Third World
- Politics 328: Topics in American Politics: Race
- Psychology 205: Stereotypes, Prejudice, and Discrimination
- Sociology and Anthropology 221: Cultures of Modern Africa

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American Studies

Faculty

[Davis Schneiderman](#)

Professor of English, Associate Dean of Faculty, Director of the Center for Chicago Programs

Areas of Study: American literature, American studies/Chicago literature and history, Remix/Mash-up culture, William S. Burroughs, innovative and avant literature

[Donald Meyer](#)

Professor of Music

Areas of Study: music history, music theory, film music, electronic music, music composition.

[Steven Rosswurm](#)

Professor of History

Areas of Study: American history, Mexican history

[Judy Massey Dozier](#)

Associate Professor of English, Chair of African American Studies

Areas of Study: African American literature, gender studies, nineteenth-century American literature.

[Benjamin Goluboff](#)

Associate Professor and Chair of English

Areas of Study: American literature, nineteenth-century literature, literature and the environment

[Siobhan Moroney](#)

Associate Professor and Chair of Politics

Areas of Study: political theory, American politics

[Miguel de Baca](#)

Associate Professor of Art History, Chair of American Studies

Areas of Study: America, modern, and contemporary art history

Course Descriptions

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 110

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. (Meets GEC Cultural Diversity Requirement.)

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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.
Cross-listed as: POLS 120

AMER 200: Topics

Spring 2016 Topic: Religion, Architecture, and Space in Chicago. Chicago is renowned as one of the most vibrant centers of religious diversity and architectural sophistication in the United States. This course looks to the intersection between American religion and American architecture to study how communities of faith have created and used different urban and suburban spaces in the greater Chicago area. We focus on immigrant groups, neighborhoods, and sacred spaces themselves. This course includes both historical and living communities and spaces, drawing from the tools of religious studies, history, urban studies, and architectural studies, and features several hands-on site visits. (Elective for Religion and Urban Studies.) (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AMER 480

AMER 201: Stereotype, Prejudice, Discrimination

An examination of psychological approaches to the problems of prejudice and discrimination. Topics covered include the prevalence of prejudice in American society, theoretical perspectives on the causes of prejudice, the psychological processes underlying different forms of prejudice (e.g., racism, sexism, ageism, homophobia, and ethnocentrism), and methods of combating prejudice and encouraging acceptance of diversity. Such topics will be explored through examination of classic and contemporary research. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: PSYC 205, AFAM 205

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.
Cross-listed as: ENGL 203

AMER 204: Nineteenth Century American Lit

Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, and Twain. Topics of discussion include Emerson's influence on American culture, developments in American literary form, and themes of American community and nature.
Cross-listed as: ENGL 204

AMER 205: Twentieth Century American Lit

Works of representative writers. Topics of discussion include American identity and the 'American dream,' developments in literary form, and the social and political values of modern literature.

AMER 206: American Environmental Lit

An historically organized survey of the various rhetorics through which nature has been understood by Americans from the Puritans to contemporary writers: the Calvinist fallen landscape, the rational continent of the American Enlightenment, conservation and 'wise use,' and preservation and 'biodiversity.'
Cross-listed as: ENGL 206, ES 206

AMER 207: Literature of Place: Chicago

This course will examine Chicago history and literature by privileging its location. In other words, we will consider the city and its environs as central characters in the stories we study, moving through the history of the region with a narrative lens. This method will suggest the ever-changing character traits of Chicago as it develops from Pottawatomie war plain to fur trading post to early mercantile settlement to booming and (for a time) bustling metropolis. We will begin with accounts of the Joliet expedition along with narratives of early settlers to the region. Other readings will draw from classic works by Jane Addams, Theodore Dreiser, John Dos Passos, Richard Wright, and Saul Bellow, Thomas Pynchon, Joe Meno, and Stuart Dybek, among others. Additionally, these narratives will be read in the context of theoretical offerings in ecocriticism. Students should keep Friday afternoons free for a series of field trips, to be scheduled well in advance.
Cross-listed as: ENGL 207, ES 207

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.
Cross-listed as: SOAN 205

AMER 210: Foundations American Republic

(Foundations of the American Republic) The origins of American society and the development of the United States from an under-developed new nation into a powerful national entity. Emphasis on the reading and analysis of documentary materials. (Meets GEC First-Year Writing Requirement.)
Cross-listed as: HIST 200

AMER 211: Modern America

America's response to industrialism and its changing role in foreign affairs. Emphasis on the techniques of research and paper writing. (Meets GEC First-Year Writing Requirement.)
Cross-listed as: HIST 201

AMER 212: Educational Reform in the U.S.

This course will explore the meaning of educational reform in the United States, both from a historical and philosophical perspective and in the context of contemporary educational policy. Students will begin the course by studying the progressive educational reform movement of the early twentieth century. They will look at ways in which progressive education initiatives, including the open education movement of the late 1960s and early 1970s, have been challenged by proponents of standardization in schools. Charter schools, magnet schools, school vouchers, and No Child Left Behind also will be examined in order to better understand how the notion of educational reform is one that can be viewed from a wide variety of perspectives and within multiple contexts.
Cross-listed as: EDUC 212, PHIL 214

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SOAN 275, THTR 235

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. No prerequisites. Corequisites: This course has an additional weekly lab session (2 hrs). Not open to students who have taken SOAN 205.
Cross-listed as: SOAN 215

AMER 216: African American Literature I

A study of slave narratives and contemporary revisions. Includes works by Equiano, Douglass, Delaney, Jacobs, Morrison, Johnson, and Williams. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ENGL 216, AFAM 216

AMER 217: African American Literature II

An examination of narrative attempts before, during, and after the Harlem Renaissance to move from imposed stereotypes toward more accurate representations of African American experiences. Includes works by Chesnutt, Du Bois, Hurston, Larsen, Hughes, Toomer, Baldwin, and Walker. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ENGL 217, AFAM 217

AMER 218: Blues Women in African Amer Lit

An analysis of the representation of 'blues women' and the music in writings by African Americans. Authors include Larsen, Hurston, Morrison, Wilson, Jones, and Walker. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ENGL 218, AFAM 218, GSWS 218

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.
Cross-listed as: ART 219

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.
Cross-listed as: POLS 221

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.
Cross-listed as: POLS 222

AMER 223: Urban and Suburban Politics

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*. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ENGL 224, ASIA 224

AMER 225: Mass Media and American 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.
Cross-listed as: POLS 224

AMER 226: Chicago: Local and Global

Chicago is a global and a 'local' city. On the one hand, the city is involved in manufacturing, trade, and services on a worldwide basis. On the other hand, Chicago is a city of neighborhoods, often based on strong ethnic and racial identities. The course examines the city's dual quality by studying the interconnections between the world economy and the daily life of Chicagoans. A key connection is immigration, which we shall explore from the standpoint of several important communities, including, most prominently, Hispanics/Latinos, as well as African-Americans, Eastern Europeans, and Asians. The course will take both an historical and

contemporary approach, as we analyze how the city developed economically, politically, and culturally since the late 19th century, as well as how the city is adjusting today in an age of globalization. No prerequisites. Cross-listed in Politics and Latin American Studies, and serves as an elective for Urban Studies. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: POLS 239, LNAM 202

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. Meets GEC Cultural Diversity Requirement.) Cross-listed as: MUSC 227, AFAM 227

AMER 228: Women Writing Women

This course will survey selected women writers, in diverse genres past and present, with a focus on American women in the 20th and 21st centuries. Writers may include: Muriel Rukeyser, Adrienne Rich, Maxine Hong Kingston, Louise Erdrich, Gloria Anzaldúa, and Jamaica Kincaid, as well as women writing in recent genres like creative nonfiction, memoir, and transgender fiction. We will explore questions such as: Does the diversity of American women in terms of race, ethnicity, sexuality, and gender identification trouble the very concept of 'U.S. women writers'? What are ways that women have defined and undermined the concept of 'woman' in their writing? (Meets GEC Cultural Diversity Requirement.) Cross-listed as: ENGL 228, GSWS 228

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). Cross-listed as: SOAN 225

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. Cross-listed as: RELG 234, HIST 234

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. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: SOAN 235

AMER 236: 20th Cent Theater: Musical Theater

A study of representative musical comedies, operettas, and related works that will provide topics for papers by students. Emphasis will be placed on relationship to political, social, and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are Show Boat, Oklahoma!, South Pacific, My Fair Lady, Hair, Jesus Christ Superstar, A Little Night Music, Sunday in the Park with George, and others. Cross-listed as: ENGL 236, MUSC 235

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.

Cross-listed as: PHIL 235

AMER 238: American Fundamentalisms 1850-1950

What do worship services involving snake handling, campaigns for a Creationist educational curriculum, and the Amish commitment to simple living have in common? All are religious expressions of antimodernism, which we might describe as a critical perspective on the value of modernity and its institutions (e.g. Enlightenment rationality, mass and consumer cultures, industrial capitalism, and Western medicine). This course investigates the late-19th and 20th century career of antimodernist sentiment within various faith traditions in America - from Protestant fundamentalism to sectarian groups - in an attempt to locate its roots, to survey its liturgical and cultural forms, and to consider its powers and limits.

Cross-listed as: RELG 236

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 as: HIST 285

AMER 241: American Foreign Policy

This course explores the important historical events and ideologies that have shaped American foreign policy since the founding of the Republic. We study the models of foreign policy making in the area of national security, the world economy, international law and human rights, and the global environment. Special emphasis is placed on the strategic choices facing President Obama.

Cross-listed as: POLS 240

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.

Cross-listed as: POLS 225

AMER 249: Colonial America

This course is an interpretive survey of American Colonial history in the context of a broad Atlantic system from 1492 to 1763. The colonial period was the first era of globalization, when peoples of Europe, Africa, and the Americas came together in new economic, social, and cultural configurations. In this class we will explore this period not only as the first chapter in American history, but more broadly as a hugely transformative era in World history. A main component of this course is attention to ordinary people in early America through research in primary sources.

Cross-listed as: HIST 220

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.

Cross-listed as: HIST 226

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.
Cross-listed as: COMM 251

AMER 252: Intro to Women's/Gender Studies

(Meets GEC Cultural Diversity Requirement.)

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 as: HIST 222

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.
Cross-listed as: POLS 261

AMER 260: American Political Thought

Students survey American political thought from the Revolutionary Era to the present day (or from the original Boston Tea Party to the contemporary Tea Party movement). Topics to be covered include: revolutionary ideas and their historical antecedents, the framing of the Constitution, 19th century responses to slavery and industrialism, the Progressive Era, and the philosophical underpinnings of contemporary conservatism and liberalism. There are no prerequisites, but either POLS 120 or a previous course in political theory is encouraged.
Cross-listed as: POLS 250

AMER 261: American Environmental History

Introduction to the historical study of the relationship of Americans with the natural world. Examination of the ways that 'natural' forces helped shape American 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 American history, pre-history to the present.
Cross-listed as: HIST 232, ES 260

AMER 262: Race & Gender in American Politics

In this course we will explore the complex relationship between race and gender in the American political process. How do underrepresented racial groups and women attain legislative success? What role does identity politics play in influencing voter decisions? We will examine how race and gender affect political behavior, public policy, American political culture, and the overall political landscape. (Meets GEC Cultural Diversity requirement.)

AMER 263: American Cities

The changing functions, scale, and quality of urban society from the seventeenth century to the present. A historical framework for studying modern American metropolitan problems. Some fieldwork in Chicago.
Cross-listed as: HIST 235, ES 263

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.
Cross-listed as: MUSC 264

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.
Cross-listed as: POLS 262

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.
Cross-listed as: MUSC 266

AMER 267: US & World History

This course examines US history from various perspectives to show not only that it has been both similar to and different than that of other nations, but also that it cannot be separated from world developments. Examples of perspectives to be used include the following: a comparative viewpoint that looks at key moments and developments, i.e., the abolition of slavery, as they occurred throughout the world; a transnational approach that embeds US history at every significant moment, e.g., industrialization, in its connections to ongoing global events and processes; a diasporic standpoint that puts the voluntary and forced movement of peoples at the center of the evolution of US society; a political-economic critique that places the origins and development of capitalism at the center of world history since the fourteenth century.
Cross-listed as: HIST 237

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.
Cross-listed as: POLS 266

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 as: PHIL 270

AMER 270: Hist of Educ in American Society

(History of Education in American Society) Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century.
Cross-listed as: HIST 239, EDUC 239

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 as: HIST 224

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. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: MUSC 267

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 as: MUSC 265

AMER 274: Latino Social Movements

This course will provide a historical examination of the different political strategies used by the Latino population of the United States—including both US citizens and foreigners—to defend their civil, economic, political, and human rights throughout the 20th century. We will read about Mexicans, Puerto Ricans, Dominicans, Cubans, and their US-born children, paying special attention to the diplomatic, political, and economic relations between the US and their countries of origin. A constant theme in this course is the tension between Latino efforts to attain full citizenship in the United States and the struggle to achieve pan-ethnic solidarity. No prerequisites. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: HIST 274, LNAM 274

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 as: COMM 275

AMER 276: The Progressive Era, 1865-1920

This course offers an introduction to the political, social, and cultural history of the United States between Reconstruction and World War I. It is said that a new American nation and a distinctly modern culture emerged in this period. We will consider the merits of that claim as we examine how the United States was rebuilt socially, politically, economically, and culturally in the wake of the Civil War and upon the end of slavery. We will pay special attention to patterns of industrialization, urbanization, and immigration. We will be concerned with how those transformations unfolded, how they impinged upon the everyday life of ordinary people, and how people responded to them. We will also explore the popular culture of this period and the emergence of mass culture, as we look at contemporary speeches, essays, photography, architecture, advertising, and films. Cross-listed as: HIST 228

AMER 291: Tutorial

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 as: HIST 308

AMER 311: Hidden Chicago

(Hidden Chicago: Culture, Class, Conflict). This course will explore specific aspects of Chicago 'hidden' away, either deliberately or accidentally, as well as those simply effaced by time. To this end, we will look at 4 specific erasures that may include: 1) Fairs: The Colombian Exposition of 1893 (U of C and Jackson Park) and the 1933 Century of Progress Exhibition (Northerly Island); 2) Utopias and religious communities: the company town of Pullman and the early history of the Nation of Islam (and possible links to the jazz musician Sun Ra); 3) Public Housing and the Black Belt: The 'ghettos in the sky' that formerly dominated South State Street, and the period of black migration; the Chicago Defender; Richard Wright's novel Native Son and 4) Popular Myths and Movements: the city before the 1871 fire, the Potawatomie fur-trading era, the 'pirate' of Streeterville, various 'vice' districts, gangland Chicago, the House Music movement, etc.

This field course will take students out of the classroom whenever possible. Or, put another way, the city shall be our classroom. The course texts will be both literary and historical in nature.

Cross-listed as: ENGL 311

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 312, ENGL 312

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 315, RELG 315

AMER 322: Campaigns, Elections & Pol Parties

(Campaigns, Elections, and Political Parties) In this course, students examine the nomination procedures and election of political candidates, with a focus on significant historical campaigns, both congressional and presidential. We also study the role and development of political parties with a particular emphasis on emerging third parties, from a historical and contemporary perspective. The influences of interest groups, race, gender, voting behavior, and the media on our electoral process are also considered. Prerequisite: POLS 120 or the consent of instructor.

Cross-listed as: POLS 322

AMER 325: Black Literature of the 60s

(Black Literature of the 60s and its Legacy.) A study of the literature produced by major participants in the Black Arts and Civil Rights movements, along with an examination of writings after the 60s to determine the legacy of the themes of protest and social change. Authors may include Amiri Baraka, Malcolm X, Martin Luther King Jr., Haki Madhubuti, Sonia Sanchez, Assata Shakur, Eldridge Cleaver, Gil Scott-Heron, Angela Davis, Tupac Shakur, Jay Z, M.K. Asante, Jr., Common, Ice Cube, Lupe Fiasco, among others. Prerequisite: English 217 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ENGL 325, AFAM 325

AMER 328: Topics in American Politics

(Meets GEC Cultural Diversity Requirement, depending on topic.)

AMER 336: African American Drama & Theater

(Meets GEC Cultural Diversity Requirement.)

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 as: HIST 360

AMER 347: Topics in Gender and History

A seminar that examines in depth one aspect of gender and history. Topics vary from year to year. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 364, GSWS 347

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 as: HIST 368

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 as: COMM 350, WOMN 350

AMER 352: The American West

History of the American West as both frontier and region, real and imagined, from the first contacts between natives and colonizers to the multicultural

communities of the late-twentieth century. Examining both history and myth, we consider the legacy of Western expansion and evaluate Frederick Jackson Turner's famous argument that the West fundamentally shaped American history. Prerequisite: History 200 or 201 or permission of the instructor. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: HIST 310

AMER 355: American Social History

Conducted as a seminar. Topics include family, class, gender, race, ethnicity, and work. Prerequisite: History 120 or 121, or permission of the instructor.
Cross-listed as: HIST 312

AMER 357: American Cultural History

This course introduces the craft and method of cultural history. Although it begins with the story of a cat massacre in eighteenth-century France, the course focuses on American art, literature, music, advertisements, and other forms of popular culture from the eighteenth century to the present. Students will use these types of evidence to understand how Americans made sense of events and transformations in the world around them. Topics will include eighteenth-century architecture, the illicit press of nineteenth-century New York, the showmanship of P.T. Barnum, early photography, the figure of the self-made man, blackface minstrelsy, early Wild West shows, 1920s advertising, and World War II pinups. All these examples will offer models for reading and interpreting cultural forms for historical meanings of gender, race, and identity. Students will work with the instructor to choose research topics for a seminar project of their own. Prerequisites: History 120 or 121, or permission of the instructor. Corequisites: No corequisites.
Cross-listed as: HIST 314

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 as: POLS 361

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 120 or History 121. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 306, AFAM 361

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.
Cross-listed as: SOAN 362, GSWS 362

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: POLS 363

AMER 365: American Thought

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.

Cross-listed as: POLS 365

AMER 384: The Rhetorical Presidency

Examines the rhetorical nature of the office of the President of the United States.

Cross-listed as: COMM 384

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 as: COMM 386

AMER 390: Internship

AMER 393: Research Project

AMER 440: Advanced Writing Seminar

An advanced course in which each student completes a Senior Writing Project (a portfolio of work in poetry, fiction, drama, or nonfiction prose), while interacting with Chicago in two distinct ways: 1) students will generate writing from the study of specific Chicago neighborhoods, and, 2) students will participate in the literary life of the city through attending and staging literary events. Group discussion and individual conferences. Intended for senior majors in the English major-writing track. Prerequisites: (a) English 235; and (b) any 300-level writing course (English 330, 332, 360, 361, 363, or 364), or English 242/Theater 270. (Meets GEC Senior Studies Requirement.)

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?

Cross-listed as: IREL 480

AMER 479: Topics in U.S. Foreign Policy

AMER 480: Senior Seminar

Spring 2016 Topic: Religion, Architecture, and Space in Chicago. Chicago is renowned as one of the most vibrant centers of religious diversity and architectural sophistication in the United States. This course looks to the intersection between American religion and American architecture to study how communities of faith have created and used different urban and suburban spaces in the greater Chicago area. We focus on immigrant groups, neighborhoods, and sacred spaces themselves. This course includes both historical and living communities and spaces, drawing from the tools of religious studies, history, urban studies, and architectural studies, and features several hands-on site visits. (Elective for Religion and Urban Studies.) (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AMER 200

AMER 490: Internship

AMER 491: Tutorial

AMER 493: Research Project

AMER 494: Senior Thesis

Requirements

MAJOR AND MINOR IN AMERICAN STUDIES

The Major in American Studies requires at least nine credits, while the Minor requires at least six credits.

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.

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Faculty

Les R. Dlabay

Professor of Economics and Business, Chair of Area Studies

Areas of Study: mass media/marketing research, Latin American global business, Asian business culture and trade relations, financial accounting

Paul S. Orogun

Associate Professor of Politics

Areas of Study: comparative politics, Africa

EMERITUS FACULTY

Carol Gayle

Associate Director of the Master of Liberal Studies Program,
Associate Professor of History, Emerita

Areas of Study: Russian and European history

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[Requirements](#)

Requirements

MAJOR AND MINOR IN AREA STUDIES

Requirements for the Major:

At least 10 credits

- Core courses (3 of 4 courses)
 - Economics 110: Principles of Economics
 - History 110: Introduction to Historical Study: World Civilizations to 1650
 - Politics 110: Introduction to Global Politics
 - Sociology & Anthropology 110: Introduction to Sociology and Anthropology
- Research methods courses (1 course)
 - An appropriate statistics or research methods course, agreed upon in consultation with an Area Studies advisor
- Area of focus electives (4 courses)
 - Courses, tutorials, or research projects from these disciplines: History, Politics, Economics, Business, Sociology and Anthropology, Religion, Psychology, Education, Modern Languages and Literatures related to the area of concentration, agreed upon in consultation with an Area Studies advisor, with at least one course at the 300 level or above. (When appropriate, as determined by the Area Studies advisor, language courses for a region of study should be included in the selection of electives.)
- Experiential Learning (1 course)
 - Field research independent study project, internship, or off-campus study program
- Senior Studies (1 course)
 - Senior thesis, approved research project, or appropriate senior seminar in one of the disciplines listed above.

Requirements for the Minor:

At least 6 credits

- Core courses (2 of 4 courses)
 - Economics 110: Principles of Economics
 - History 110: Introduction to Historical Study: World Civilizations to 1650
 - Politics 110: Introduction to Global Politics
 - Sociology & Anthropology 110: Introduction to Sociology and Anthropology

- Area of focus electives (3 courses)
 - Courses, tutorials, or research projects from these disciplines: History, Politics, Economics, Business, Sociology and Anthropology, Religion, Psychology, Education, Modern Languages and Literatures related to the area of concentration, agreed upon in consultation with an Area Studies advisor, with at least one course at the 300 level or above.
- Experiential Learning (1 course)
 - Field research independent study project, internship, or off-campus study program

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.

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Art and Art History

Faculty

[Ann M. Roberts](#)

James D. Vail III Professor of Art, Associate Dean of Faculty,
Director of the Learning & Teaching Center

Areas of Study: ancient, medieval, and early modern art history

[Miguel de Baca](#)

Associate Professor of Art History, Chair of American
Studies

Areas of Study: America, modern, and contemporary art history

[Tracy Marie Taylor](#)

Associate Professor of Art, Chair of Digital Media Design

Areas of Study: design, computer imaging, digital photography, art

[Eli Robb](#)

Associate Professor of Art and Chair of Art & Art History

Areas of Study: design, sculpture, video and performance

[Karen Lebergott](#)

Associate Professor of Art

Areas of Study: painting, drawing, mixed media

Cathrine Besancon

Visiting Assistant Professor of Art History

Areas of Study:

[Michael Orr](#)

Krebs Provost and Dean of the Faculty, Professor of Art

Areas of Study: medieval art, Renaissance art, illuminated manuscripts

Jason Geistweidt

Lecturer in Art

Areas of Study:

Helen Cooper

Lecturer in Art

Areas of Study:

Bradley Coleman

Lecturer in Art

Area of Study: drawing

Rebecca Goldberg

Lecturer in Art

Areas of Study:

Lia Alexopoulos

Lecturer in Art

Areas of Study:

Timothy Wittman

Lecturer in Art

Areas of Study: architecture

Jump to:

[Course Descriptions](#)

[Requirements](#)

Michelle Bolinger
Lecturer in Art

Areas of Study: drawing

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.

ART 131: Studio Art: Drawing

This introductory course exposes the student to a variety of drawing tools and techniques. The emphasis is on the development of observational skill and on hand-eye coordination. Students learn the basics of value, line, and composition. The stress is on the development of a visual vocabulary and critical skills to express ideas in extended drawings. While focusing on hand/eye coordination and observational skills, the conceptual aspect of the subject matter centers, in large part, on our place in Nature: the plant/human connection, and the human/animal connection. All drawing will be created through observation of the real three-dimensional world; including plants, animals and animal/human skeletons. Emphasis will be on developing a drawing using preliminary studies and compositional ideas. Students will participate in group critiques, and will be exposed to ideas and techniques (historical and contemporary) through slide lectures.

ART 133: 3-D Design Foundations

This course offers students an introduction to three dimensional art and design materials and methods. Inspired by Bauhaus course topics, the curriculum approaches additive and subtractive processes in material and conceptual explorations of form. Students will make studio projects and study important texts in 3D design and sculpture theory in building a vocabulary to deal with spatial design issues including figuration, abstraction, structure, surface, form and function. No prerequisites.

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.

ART 202: Greece in the Bronze Age

On-site study of Minoan and Mycenaean cultures, with travel to sites such as Agamemnon's citadel at Myceanae and Minos's palace at Knossos. The course extends roughly from mid-March through early April. See Program in Greece under Undergraduate Curriculum for further information. Offered only in Greece and Turkey. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: GKCV 202, CLAS 202, SOAN 204

ART 203: Greece in Classical-Roman Ages

On-site exploration of Greek Civilization, examining its foundations in the Archaic Age, its height during the Classical Age and its transformation during the Hellenistic Age and finally the emergence of Roman influence on Greek cities. The course extends roughly from mid-April to mid-May and includes travel to sites such as Apollo's oracle at Delphi, the sacred island of Delos, and Greek cities along the Aegean coast of Turkey. See Program in Greece under Undergraduate Curriculum for more information. Offered only in Greece and Turkey. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: GKCV 203, CLAS 203, SOAN 203

ART 204: Greece in Byzantine-Medieval Ages

On-site study of the Byzantine Era in the Greek world. The course extends roughly from mid-May to early June, with travel to sites such as Ephesus, the Byzantine cities of Mistra and Monemvasia, and the monasteries of Meteora. See Program in Greece under Undergraduate Curriculum for more information. Offered only in Greece and Turkey. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: GKCV 204, CLAS 204, SOAN 204

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. Prerequisite: Art 131.

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.

ART 232: Photography

Intended for majors and students with background in design, this course introduces the aesthetics and techniques specific to photography, including fundamentals of camera and darkroom procedure and the study of the expressive possibilities of the medium. Prerequisite: ART 130.

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. Prerequisite: ART 130 or ART 133.

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.

ART 235: Illustrating Children's Books

This course introduces students to the children's picture book as a genre and to an analysis of its structure. The course exposes students to a variety of fairy tales and cultures. From these multiple stories, students select a single fairy tale and focus on the plot, characters, and storyline. Working with a variety of research tools, students will develop their own drawings to create the final tale. The culmination of this project will be a handmade book, which will also have a digital component. Class critiques are held throughout the course.

ART 236: Ceramics

This course offers an introduction to ceramic art, including wheel-work, hand-building, and glazing, on a college level. In addition to developing practical skills in ceramics, students will explore the history of the medium and the relationship of concept to visual form. Because this course is sited near the campus, students scheduling their courses must allow time between classes for transport. Cost of materials is not included in tuition; it will be billed upon enrollment and is not refundable.

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. Cross-listed as: THTR 224

ART 244: 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.

ART 250: Printmaking

This studio course introduces students to a range of printmaking techniques. Students will generate several quality editions of printed artwork on paper and fabric as they explore the potential of printmaking processes to approach important topics in art and design. Prerequisite: ART 130 OR ART 131.

ART 252: Bookbinding for Artists and Authors

This course will provide a practical introduction to a variety of bookbinding techniques, from Japanese and pamphlet bindings to hard-cover case binding, in addition to portfolio and presentation box construction. Students will produce both unique books and small-run multiples of original literary and/or visual work, according to their curricular focus. Special emphasis will be placed on how the poetry, prose, drawings and prints students produce for this course can best be presented in the format of their handmade books. Prerequisites: No prerequisites Corequisites: No corequisites Cross-listed as: ENGL 252

ART 253: Graphic Design

Graphic Design focuses 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. Students will 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 and photo editing techniques, using Mac platforms with Adobe InDesign, Adobe Photoshop and Adobe Illustrator. Emphasis is on topics related to commercial graphics, advertising and publications. Topics include: letter design and typeface, layout, logo and letterhead, computer-generated images, illustration, and print media techniques. Prerequisites: Art 130 and either Art 142 or Art 242.

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 will begin with a consideration of some of the ways artists in the past approached social and political concerns. We will 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 will 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. Cross-listed as: ETHC 261

ART 277: Web Design and Development

In a project and laboratory-based format, this course focuses on the intersecting skills sets and theoretical knowledge of the graphic artist and Web programmer. Core concepts covered include Web site conceptualization, design conventions and usability considerations, constructing graphical mockups, progressing to XHTML/CSS integration and template construction. Additional topics include Web standards and validation, open source content management systems, dynamically server generated pages, and data collection with XHTML forms. Students will gain proficiency with software such as Adobe's Illustrator and Dreamweaver. A computer laboratory fee will be assessed for this course. Pre-requisites: CSCI 107 and Art 142. Cross-listed as: CSCI 277

ART 320: Landscape and Representation

This course explores the many moments in human history when landscape is a subject for representation. Drawing from a wide range of chronological periods and cultures, the course will examine how the natural environment is depicted, for which audiences it is depicted, the artistic strategies by which landscapes are achieved, and the many meanings and associations that accompany the production of landscape imagery.

ART 330: Painting

Advanced work in painted media.

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.

ART 332: Advanced Photography

Advanced work with camera and darkroom.

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.

ART 334: Installation Art

In this course students will integrate a variety of artistic media and processes to negotiate the transformation of specific spaces. Students will 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 will be paid to engaging audiences in both art-dedicated and non-art spaces, and to sustainable and practical materials and construction plans. Prerequisites: Art 130, or Art 131, or Art 133; AND Art 230, or Art 231, or Art 233, or Art 234, or Art 236, or Art 237, or Art 244, or Art 250, or Art 330, or Art 331, or Art 333, or Art 335, or Art 342, or Art 343. Art 233 recommended.

ART 335: Mixed Media:Materials & Tech

This class will focus on the interaction of various media and their application in both two and three dimensions. The class will emphasize a variety of materials and techniques; students will use collage and various other techniques such as monoprinting, transfer techniques, and work with found objects. Emphasis will be on unorthodox methods. Students will work with a variety of materials while developing ideas and exploring visual methods to create formally and conceptually coherent works of art. Critiques and slide lectures will be included. Prerequisite: Art 131.

ART 342: Advanced Computer Imaging

This course explores the computer as a tool to enhance the image-making process. While Art 341 focuses on issues of construction and representation in two-dimensional image manipulation, this course will allow students who are interested in a wide range of media to learn new approaches to art-making using time-based media. Utilizing applications such as Dreamweaver and Final Cut Pro, the class will consider the ways artists can manipulate images and craft projects in video and web formats. Students will design and produce videos that will be burned onto tape or DVD as well as active Web sites. Prerequisite: Art 142 and one other studio art course.

ART 343: Video Art

This course combines digital video production techniques with a seminar-style investigation into the use of film and video as an art form. Students will use Final Cut Studio software in a Mac-platform computer lab to produce several independent and collaborative creative video projects addressing ideas crucial to the development of video art, and pertinent to our current connections to technology and life, communication and entertainment. Students will become familiar with common themes, tools and techniques utilized in this changing, but nonetheless historically grounded medium as they find their own creative voices and engage the rapidly growing community of digital video producers and consumers. Prerequisite: ART 130 or ART 142 or both COMM 112 and COMM 275.

ART 344: Digital Color Photography

Digital Color Photography will explore the use of digital and analog cameras to create color photographs that will range from small and medium to large scale format (9" x 12" through 24" x 36"). Working in response to specific challenges from photographic history, as well as contemporary color photographic work, students will use the basic elements of the camera - the lens, the shutter and the aperture - as well as the inventive use of artificial and natural lighting, setting and backdrop, to create images that will be processed through the digital environment of the computer lab rather than in the darkroom. Processing of images will include learning to control scale, color and file size while moving from digital image to printed document. Students will be exposed to the unique expressive qualities of the color image while exploring the conceptual possibilities of this versatile medium in collaborative as well as individual projects, realizing specific ideas in concrete visual form. Prerequisite: Art 142.

ART 350: Advanced Printmaking

In this course students produce professional quality editions of printed artwork. Students work closely with faculty to propose and execute advanced projects in relief printing, intaglio, serigraphy or other related media, culminating in an exhibition or publication. Prerequisite: Art 250.

ART 370: Interactive Web Design

This course integrates art and design fundamentals into a web-based, interactive format. It includes review of design fundamentals for the web and an introduction to the history of animation and interactive design. The course will also cover web design conventions and considerations including color and typography for the web, grid design and wire-framing. The course will provide detailed coverage of creating HTML and CSS -based web sites using Adobe Dreamweaver. Animation fundamentals using Adobe Flash and advanced interactive techniques using Adobe Flash will also be covered. Prerequisites: Art 142, CSCI 107 and CSCI 270.

ART 480: Senior Seminar in Studio Art

The aim of this course is to provide a 'capstone' experience for students majoring in studio art. The course allows students to reflect on why one makes art and to develop their own conceptual basis for making art. The course will stress issues that confront the studio artist, including professional practices. Students will divide their time between off-campus visits to Chicago-area museums, galleries, and artists' studios and the classroom. Classroom work will focus on readings and discussions of art practices and issues confronting the contemporary artist as well as on making connections between visits to sites in Chicago and the readings. Students will devise artwork that reflects some of these concerns. Prerequisite: senior standing in the major or permission of the instructor.

ART 481: Senior Seminar in Studio Art

The aim of this course is to provide a 'capstone' experience for students majoring in studio art. The course allows students to reflect on why one makes art and to develop their own conceptual basis for making art. The course will stress issues that confront the studio artist, including professional practices. Students will divide their time between off-campus visits to Chicago-area museums, galleries, and artists' studios and the classroom. Classroom work will focus on readings and discussions of art practices and issues confronting the contemporary artist as well as on making connections between visits to sites in Chicago and the readings. Students will devise artwork that reflects some of these concerns.

ART 490: Internship

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.

ART 494: Senior Thesis

Art History Courses

ARTH 110: Introduction to Visual Arts

This course introduces students to the subjects of art history and the questions and methods used in the discipline; the course considers basic issues, such as how one sees and interprets a work of art, but also explores how art is defined and how it works in culture. A 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 majors.

ARTH 205: Japanese Art and Culture

The course focuses on the history of Japanese art from neolithic to modern times, with emphasis on the art forms of the major periods and their relationship to social, political, and religious developments. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 205

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 206

ARTH 210: Ancient Art

Painting, sculpture, and architecture of ancient civilizations of Egypt, Mesopotamia, Greece, and Rome.

ARTH 211: Medieval Art

A survey of European art from the era of Constantine (ca. 400) through the Gothic period, about 1300.

ARTH 212: Italian Renaissance Art

An introduction to Italian art from the late Gothic period until the Reformation, ca. 1300 to 1600.

ARTH 215: Baroque & Rococo

An introduction to European art during the seventeenth and eighteenth centuries.

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.

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.

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.
Cross-listed as: AMER 219

ARTH 220: History of Architecture

Evolution of architectural style and thought from antiquity to the present.

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.

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.

ARTH 223: Northern Renaissance Art

Arts of the Netherlands, France, Germany, and Spain from ca. 1350 to ca. 1550.

ARTH 224: History of Prints

The graphic arts of the Western tradition, from about 1400 to the twentieth century.

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.

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. (Meets GEC Cultural Diversity Requirement).
Cross-listed as: LNAM 226

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

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.

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 280

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ISLM 286

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 pre-requisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 306

ARTH 320: Landscape and Representation

This course explores the many moments in human history when landscape is a subject for representation. Drawing from a wide range of chronological periods and cultures, the course will examine how the natural environment is depicted, for which audiences it is depicted, the artistic strategies by which landscapes are achieved, and the many meanings and associations that accompany the production of landscape imagery.

ARTH 322: Sight, Site & Insight

This course will explore the concept of the natural in the history of art and in contemporary art making. Students in the course will look at a variety of sites and analyze both verbal and visual responses to them. Topics will include landscape painting, earth art, urban design, landscape architecture, Native American land use, and many other issues having to do with landscape and human interactions with nature. The class will combine art making with evaluating texts and writing about the natural world. Short field trips to local sites and a long field trip over mid-semester break to the Southwest required.
Cross-listed as: ART 322

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.

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GSWS 325

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GSWS 326

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. Pre-requisite: At least one art history class or consent of instructor.

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.

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.

Cross-listed as: GSWS 380

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.

ARTH 490: Internship

ARTH 494: Senior Thesis

Requirements

MAJOR AND MINOR IN ART

Students studying in art may choose between a track in studio art or an art history track. Both tracks in the Major in Art require at least ten credits, while both tracks in the Minor in Art require at least six credits. Regardless of track, courses taken with the Credit-D-Fail option do not count toward the Art major.

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.

Legacy requirements

Students who declared the Art Major before these requirements were put into place are not required to complete the new requirements, although it is recommended that they do so. This will include any student who has declared the Art Major before the beginning of the 2011-2012 academic year.

Required Courses:

The following should be taken in the first or second year:

- ArH 110: Introduction to Visual Arts
- Art 130: Elements of Design
- Art 131: Drawing OR Art 133: 3-D Design Foundations

Three period survey courses:

- Choose at least one from Ancient to Renaissance:
ArtH 210: Ancient Art
ArtH 211: Medieval Art
ArtH 212: Italian Renaissance Art
ArtH 223: Northern Renaissance Art, or the Greece Program
ArtH 380: Renaissance Art and Domesticity
- Choose at least one from Early Modern to c. 1900:
ArtH 215: Baroque & Rococo
ArtH 217: Nineteenth Century Art
ArtH 219: American Art
ArtH 224: History of Prints
ArtH 226: Colonial Latin American Art
- Choose at least one from the 20th or 21st century:
ArtH 218: Twentieth Century Art
ArtH 222: History of Photography
ArtH 355: The Art of the Sixties
ArtH 360: Contemporary Art

Three Art History electives:

- Choose at least three from:
ArtH 202: Greece in the Bronze Age
ArtH 203: Greece in Classical-Roman Ages
ArtH 204: Greece in Byzantine-Medieval Ages
ArtH 205: Japanese Art and Culture
ArtH 206: Chinese Art and Culture
ArtH 210: Ancient Art
ArtH 211: Medieval Art
ArtH 212: Italian Renaissance Art
ArtH 215: Baroque & Rococo
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 280: Architecture in East Asia

ArtH 286: Topics in Islamic Art

ArtH 306: Buddhist Arts of Asia

ArtH 320: Landscape and Representation

ArtH 322: Sight, Site & Insight

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 380: Renaissance Art and Domesticity

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. 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.

Legacy requirements

Students who declared the Art Major before these requirements were put into place are not required to complete the new requirements, although it is recommended that they do so. This will include any student who has declared the Art Major before the beginning of the 2011-2012 academic year.

Required Courses:

The following introductory courses should be taken in the first or second year:

- Art 130: Elements of Design
- Art 131: Drawing
- ArtH 110: Introduction to Visual Arts
- One Art History course in 20th Century or Contemporary Art:

ArtH 218: Twentieth Century Art OR ArtH 360: Contemporary Art

- One Art History Elective:

Choose one from:

ArtH 202:Greece in the Bronze Age

ArtH 203: Greece in Classical-Roman Ages

ArtH 204: Greece in Byzantine-Medieval Ages

ArtH 205: Japanese Art and Culture
ArtH 206: Chinese Art and Culture
ArtH 210: Ancient Art
ArtH 211: Medieval Art
ArtH 212: Italian Renaissance Art
ArtH 215: Baroque & Rococo
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 280: Architecture in East Asia
ArtH 286: Topics in Islamic Art
ArtH 306: Buddhist Arts of Asia
ArtH 320: Landscape and Representation
ArtH 322: Sight, Site & Insight
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 380: Renaissance Art and Domesticity

◦ One studio course in a hands-on 2D discipline:

Choose at least one from:

Art 230: Painting
Art 231: Figure Drawing
Art 250: Printmaking
Art 331: Advanced Drawing
Art 335: Mixed-Media
Art 350: Advanced Printmaking

◦ One studio course in a hands-on 3D discipline:

Choose at least one from:

Art 233: Sculpture
Art 236: Ceramics

Art 333: Advanced Sculpture

Art 334: Installation Art

- Two additional elective studio art courses:

Art 133: 3-D Design Foundations

Art 142: Digital Design Foundations

Art 230: Painting

Art 231: Figure Drawing

Art 232: Photography

Art 233: Sculpture

Art 235: Illustrating Children's Books

Art 236: Ceramics

Art 237: Performance Art

Art 244: Digital Art

Art 250: Printmaking

Art 252: Bookbinding for Artists and Authors

Art 253: Graphic Design

Art 261: Art of Social Change

Art 277: Web Design and Development

Art 322: Sight, Site & Insight

Art 330: Advanced Painting

Art 331: Advanced Drawing

Art 332: Advanced Photography

Art 333: Advanced Sculpture

Art 334: Installation Art

Art 335: Mixed-Media

Art 342: Advanced Computer Imaging

Art 343: Video Art

Art 344: Digital Color Photography

Art 350: Advanced Printmaking

- 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.

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:

As with the major, the Art and Art History Department offers a minor in two tracks. Both studio art track and art history track will require a C (2.0) average across all courses counted toward that minor, with a minimum of a C- in each of those courses.

Art History Track

- ArtH 110
- Art 130
- At least 1 additional studio art course
- At least 3 additional art history courses

Studio Art Track

- ArtH 110
- Art 130
- At least 1 additional art history course
- At least 3 additional studio art courses

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Asian Studies

Faculty

[Shiwei Chen](#)

Professor of History, Chair of Asian Studies

Areas of Study: East Asian history

[Rui Zhu](#)

Associate Professor of Philosophy

Areas of Study: Asian and comparative philosophy, Plato, philosophy of mind

[Catherine Benton](#)

Associate Professor and Chair of Religion

Areas of Study: history of religions, Asian religions, cross-cultural studies

Jump to:

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Course Descriptions

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 as: CHEM 107

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.

Cross-listed as: CHIN 108

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: CHIN 109

ASIA 110: Beginning Chinese I

This course is an introduction to the forms of spoken Chinese. Most of the fundamental structures are covered in Chinese 110 and 112, together with writing practice. 112 is a continuation of 110. Lab work is an integral part of the sequence.

Cross-listed as: CHIN 110

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.

Cross-listed as: JAPN 110

ASIA 112: Beginning Chinese II

This course is an introduction to the forms of spoken Chinese. Most of the fundamental structures are covered in Chinese 110 and 112, together with writing practice. 112 is a continuation of 110. Lab work is an integral part of the sequence.

Cross-listed as: CHIN 112

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 consent of the instructor.

Cross-listed as: JAPN 112

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.

Cross-listed as: CHIN 113

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. Intended for first-year students and sophomores only (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 185

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 212

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 213

ASIA 202: History of India

A survey of civilization in south Asia over five millennia, focusing on core themes such as society, culture, political economy, administrative institutions, religious practices, and the impact of foreign invasions and

cultures. Utilizing archaeological evidence as well as written sources, we study the peoples and civilizations of the subcontinent (including the Harappan civilization, the Aryans, technology and society from the Iron Age to the era of Buddha, the Mauryas and other north Indian polities, and the Gupta era and the kingdoms of south India). Then we discuss the Indo-Islamic heritage and the impact of Turkish rule, ending with the Mughal Empire. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 216, ISLM 202

ASIA 203: Modern South Asia

Survey of South Asia - today the countries of India, Pakistan and Bangladesh - from 1750 to the present, a period that includes more than a century and a half of British colonial rule. The course is designed to offer a critical study of the issues that shaped the region: the transition to colonialism in the eighteenth and early nineteenth centuries and its impact on the Indian economy, culminating in revolt against the British in 1857; the rise of Indian nationalist movements, the anti-colonial struggle, and events leading to independence and partition of the subcontinent in 1947 and the aftermath; political developments in the post-colonial states of India, Pakistan and Bangladesh. Theories about caste, class, gender, and the role of religion are explored in detail to illuminate the post-colonial problems of the subcontinent. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 217, ISLM 203

ASIA 205: Japanese Art and Culture

The course focuses on the history of Japanese art from neolithic to modern times, with emphasis on the art forms of the major periods and their relationship to social, political, and religious developments. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ARTH 205

ASIA 206: Chinese Art

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ART 206

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.
Cross-listed as: CHIN 210

ASIA 211: Intermediate Japanese

This course will continue the fundamentals of Japanese conversation begun in the first-year series, Japanese 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 work in the language laboratory and daily written work. Prerequisite: Japanese 112 or consent of instructor.
Cross-listed as: JAPN 210

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.
Cross-listed as: CHIN 212

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 213, ISLM 213

ASIA 214: Hinduism

This course examines the teachings of the Hindu religious tradition as presented in the earliest writings of the tradition, as well as in dramas, epic narratives, and contemporary religious practice. In the course of the semester, we will visit Hindu Temples in the Chicago area as we explore the historical, social, and cultural context of Indian religious themes as they continue to be practiced in the 21st century. Texts range from philosophical musings about the nature of the universe to the story of a king who loses his wife to a 10-headed demon. (Meets Cultural Diversity Requirement.)
Cross-listed as: RELG 214

ASIA 215: Buddhism

An introduction to the origins of Buddhism in India as well as to the major cultural and historical influences on the spread of Buddhism throughout Asia, particularly in India, Sri Lanka, Myanmar, Thailand, Tibet, China, and Japan. The course will examine various forms of Buddhist practice including devotion, ethics, sangha membership, meditation, rituals, and festivals. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 215

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 216

ASIA 217: Religions of Asia

(Meets GEC Cultural Diversity Requirement.)

ASIA 218: Asian Politics

(Meets GEC Cultural Diversity Requirement.)

ASIA 219: Advanced Intermediate Japanese

A continuation of the Japanese language fundamentals begun in Japanese 110, 112, and 210. Extensive practice in oral expression and increasingly stronger emphasis on reading and writing, with an extensive use of audio and video materials. Prerequisite: Japanese 210 or consent of the instructor.
Cross-listed as: JAPN 212

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 interdisciplinary scholarly writings about the relationships between pop culture, religious identities, devotional practices, and political projects. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 220, ISLM 220

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*. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ENGL 224, AMER 224

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.
Prerequisites: No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: CHIN 230

ASIA 247: Anthropology of Pacific Islands

This course is intended to provide an ethnographic and historical overview of classic and contemporary directions of anthropological research in the eastern Pacific. The primary course goal is to develop an ethnographic and historical appreciation for Polynesian culture at the three points of the Polynesian triangle. We will work toward this goal by a focused examination of the cultures of particular island groups in the eastern Pacific. En route, students will be introduced to issues as diverse as Polynesian voyaging and myths, and the ways that traditional cultural beliefs and practices and the social institutions in which they coalesce such as chieftanship, kinship and adoption are subject to historical change. We will pay particular attention to the distinct expressions of social relationships and cultural forms that developed under varying conditions across the region. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SOAN 247

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: CHIN 251

ASIA 252: Chinese Literature and Civilization

(Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: PHIL 253

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 255, ISLM 255

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: CHIN 260

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. (Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.) 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.

ASIA 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. (Meets the GEC Cultural Diversity Requirement.)
Cross-listed as: PHIL 275

ASIA 276: Female Religious Images in Asia

Goddess figures in India, China, and Japan are studied in this class along with the roles of human women in particular Asian religious traditions. This class explores the experiences of Buddhist nuns, Hindu and Muslim female saints, traditional healers, and shamans. Readings are drawn from religious texts, myths, and short stories from specific Asian cultures. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 276, GSWS 276

ASIA 279: Hinduism and Narrative

(Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ARTH 280

ASIA 282: Visions of Family

(Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 260

ASIA 284: World War II in Asia

Through lecture and discussion, we will look at the origins of the war; the invasion of China and the Rape of Nanking; battle at sea and on the mainland of Asia; surrender; lives of individual soldiers, diplomats, refugees, POWs, 'comfort women,' collaborators, and guerrillas; and continuing controversies over memory, apology, reparation, and national identity. (Meets GEC Cultural Diversity Requirement).
Cross-listed as: HIST 264

ASIA 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. (Meets GEC Cultural Diversity Requirement).
Cross-listed as: PHIL 285

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 262

ASIA 305: Comp Philosophy: East & West

Comparative investigation of Eastern and Western philosophical sources; elucidation and critical examination of fundamental presuppositions, unique conceptual formulations, and alternative approaches to general philosophical issues. Prerequisite: One Western philosophy course and one Asian area course, or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: PHIL 305

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 pre-requisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ARTH 306

ASIA 307: Topics in East Asian History

(Topics in East Asian History) Spring 2015 Topic: China's Cultural Revolution. The Great Proletarian Cultural Revolution, broke out more than thirty 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. (Meets GEC Cultural Diversity Requirement)
Cross-listed as: HIST 340

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 342

ASIA 310: East-West Seminar

(Meets GEC Cultural Diversity Requirement.)

ASIA 311: Stereotyping Indian Cities

Stereotyping Indian Cities: 'Hindu' or 'Muslim.' This seminar analyzes the controversial aspects of Indian urbanization through case studies of ancient cities, pilgrimage centers, Mughal capitals, and colonial British metropolises. We will examine archaeological evidence, maps, official histories, travelogues, and regional literature on the Indian cities. We will analyze the colonial interpretation of Indian history as a contestation of two homogenous religious communities—Hindu and Muslim—and explore recent challenges to that model. The students will be involved in scholarly debates through a variety of written projects, including critical reviews and a research essay, as well as oral presentations. No prerequisite. HIST 202/203 recommended. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 348, ISLM 311

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: CHIN 312

ASIA 313: Chinese for Int'l Affairs&Business

(Chinese for International Affairs and Business). The course grounds students in real-world applications of political, economic and business/marketing concepts and terminology. The goal of this course is to develop students' Chinese language skills in a communicative political and business context while being aware of Chinese socio-cultural issues. It includes a concurrent emphasis on business terminology, conducting business negotiations, reading newspapers, magazines, and other business-related documents, discussing news and current events, and understanding economic trends and situations in modern China. Particularly recommended for students who are thinking of careers in economics, business, politics, and international relations.
Cross-listed as: CHIN 313

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. (Meets GEC Cultural Diversity Requirement.)

ASIA 315: Japonisme/Occidentalism

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. (Meets GEC Cultural Diversity Requirement.)

ASIA 317: Islamic Cultures in South Asia

This seminar focuses upon the shared history and cultural heritage of Muslims in the Indian sub-continent. It will cover the Muslim experience from

the conquest of Sindh (750 CE), through the medieval and early modern empires, to the events leading to the partition of the Indian subcontinent (1947), bringing the story to the present. Questions of identity, assimilation, and integrative processes will be examined through an exploration of political, administrative, and intellectual history. The experiences, thoughts, and perspectives of mystics, poets, and women will be highlighted to investigate the role of Muslims in shaping and enriching the cultures, society, and religious traditions of the Indian subcontinent. Prerequisite: RELG/ISLM 213 or permission of instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 345, ISLM 317, RELG 317

ASIA 318: Buddhism and Social Activism

This course will explore the development of Buddhist teachings and practice with a particular focus on the lives of contemporary Buddhist practitioners in Asia, North America, and Europe. In the past forty years, Buddhist organizations and teachers around the globe have become leaders of environmental movements, human rights activism, prison work, the education of impoverished communities, women's rights advocacy, and hospice care. Socially engaged Buddhism is now addressed as a bonafide Buddhist practice within many Buddhist communities from Japan and Vietnam to Thailand, Burma, India, and North America. Structured as a seminar, this course will allow students to research a specific aspect of contemporary Buddhist practice, examining the relationship between social engagement and deepening spiritual understanding.
Cross-listed as: RELG 318

ASIA 319: Race & Empire in Colonial S Asia

(Race and Empire in Colonial South Asia) This course studies colonialism as a cultural project of power, including the connections between imperialism, race, and colonial ideologies of rule in India from the inception of British rule in the mid-eighteenth century until independence in 1947. More specifically, it examines the various ways in which colonial state power was shaped by class, race and gender as the British sought to 'civilize' and rule their Indian subjects. The course also probes some of the ways in which various social groups in India engaged with colonial racial categories and the rhetoric of race during the period of the struggle against British rule. Scholarly accounts will be supplemented by films and literary works to illuminate the various themes under study. Prerequisite: Hist 202 or 203 or permission of the instructor. (Meets the GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 347

ASIA 322: Emerging Markets Analysis

Analysis of emerging markets of East Asia and Latin America, paying particular attention to growth strategies and the impact of market reforms, financial markets development, and foreign capital flows on economic performance of these countries. The course relies on case studies from Asian countries of China, South Korea, Thailand, Singapore, and Hong Kong and Latin American economies of Brazil, Argentina, Mexico, and Chile. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 220
Cross-listed as: BUSN 322, LNAM 322

ASIA 330: World Performance

(Meets GEC Cultural Diversity Requirement.)

ASIA 333: Chinese Cinema

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.
Cross-listed as: CHIN 333

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.
Cross-listed as: HIST 420

ASIA 471: Asian Bus Culture & Trade Relations

Asian Business Culture and Trade Relations. As China, Singapore, South Korea, and Taiwan expand trade activities and increase their global influence, other Asian nations (Cambodia, Laos, Malaysia, Vietnam) continue to face economic hardships. This course will address geographic, historic, cultural, economic, and political factors that influence business opportunities, economic development, and quality of life in Asia. An emphasis will be on regional and global trade relations related to health care, infrastructure, food distribution, telecommunications, and education/job training. Instructional experiences will include field research involving Chicago-area resources along with analytic activities and case problems for business organizations operating or considering operations in Asia. (May be taken by business and Asian studies majors to meet GEC Senior Studies Requirement. Meets GEC Cultural Diversity Requirement if not used for GEC Senior Studies Requirement.). Prerequisites: BUSN 130 (or BUSN 180), BUSN 230, ECON 210, ECON 220, and FIN 210 (or FIN 237); or permission of instructor for Asian Studies majors.
Cross-listed as: BUSN 471

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. (Meets GEC Cultural Diversity Requirement. May be taken by economics and business majors to meet GEC Senior Studies Requirement.) Prerequisites: Economics 110, 180, 210, and 220.

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.

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.

Requirements

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, 202, 203, 283, 284, 286, 289, 307, 309, 319)
 - At least 1 course in Asian Philosophy (ASIA 275, 285, 305)
 - At least 1 course in Asian Religion (ASIA 213, 214, 215, 216, 217, 220, 224, 245)
 - 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.

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Biology

Faculty

[Anne E. Houde](#)

Foster G. and Mary W. McGaw Professor in the Life Sciences

Areas of Study: behavior, evolution, ecology

[Karen E. Kirk](#)

Professor of Biology, Chair of Health Professions Advisory Committee

Areas of Study: molecular genetics, microbiology, cell biology

[Shubhik DebBurman](#)

Professor of Biology

Areas of Study: cell biology, molecular biology, neurobiology, biochemistry, pharmacology, biology of human disease

[Douglas B. Light](#)

Laurence R. Lee Family Professor and Chair of Biology

Areas of Study: animal and human physiology, cell physiology, neurophysiology

[Alexander Shingleton](#)

Associate Professor of Biology

Areas of Study: developmental biology, physiology and evolution

[Sean B. Menke](#)

Gustav E. Beerly Jr. Assistant Professor of Biology

Areas of study: ecology, biogeography, zoology, entomology

[Lynn C. Westley](#)

Assistant Professor of Biology, Internship Coordinator

Areas of Study: plant ecology

[Margaret Frank](#)

Senior Lecturer in Biology

Areas of Study: biostatistics, bioethics, medical reporting

[Ann B. Maine](#)

Senior Lecturer in Biology

Areas of Study: molecular genetics, cell biology

Daniel Curlik

Lecturer in Neuroscience

Areas of Study:

Charles Flower

Lecturer in Biology

Areas of Study: plant ecology and ecophysiology

Lynette Foss

Lecturer in Biology

Areas of Study: immunology, epidemiology and infectious diseases

Lukasz Konopka

Lecturer in Neuroscience

Areas of Study:

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Alexander Wilcox
Lecturer in Biology

Areas of Study:

Andrew Bullen
Lecturer in Biology

Areas of Study: anatomy, physiology, neuroscience

Julie Felichio
Lecturer in Biology

Areas of Study: developmental biology

EMERITUS FACULTY

Kenneth L. Weik
Associate Professor of Biology, Emeritus

Areas of Study: botany, freshwater ecology, marine biology, electron microscopy

Course Descriptions

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. (Meets GEC Cultural Diversity Requirement.)

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.

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.

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.

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.

BIOL 108: Learning About the Living World

This course will examine selected topics in life science and earth science such as the human body and its functioning, ecology, ecosystems, weather, the water cycle, and erosion. 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 will participate in lectures, discussion, student presentations and projects, and laboratory activities. Does not satisfy requirements for the Biology major.
Cross-listed as: EDUC 108

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.

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.

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. Three hours per week.

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. Co-requisite: CHEM 115. Science placement test required for entrance to both BIOL 120 and CHEM 115. Please see Requirements page on the Biology Department website for details.

BIOL 130: Bio Inq: Deadly Shape Hostage Brain

(Biological Inquiry Seminar: 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 will 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 will 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 will present the latest advances in neurological research. Additionally, students will 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. Prerequisite: BIOL 120. Corequisite: CHEM 116.

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: BIOL 120. Corequisite: CHEM 116.

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: BIOL 120. Corequisite: CHEM 116.

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: BIOL 120. Corequisite: CHEM 116.

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 will address the biological mechanism of infectious disease and the socio-economic and ecological factors that influence the outbreak of disease in various world populations. Emerging (e.g. SARS, Ebola, West Nile) and re-emerging (e.g. tuberculosis) diseases will be studied, as well as other major threats to global public health (e.g. malaria, anthrax). Discussion, lecture, student presentations, and laboratory sessions. Prerequisite: BIOL 120. Corequisite: CHEM 116. (Meets GEC Cultural Diversity Requirement.)

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: BIOL 120. Corequisite: CHEM 116.

BIOL 136: Bio Inq: Sensing the Environment

(Biological Inquiry Seminar: Sensing the Environment) Virtually everything an animal does depends on receiving and correctly interpreting information from its external and internal environments. This course will examine the nature of different stimuli and the general properties of sensory reception. Specific biological examples will be chosen by students, and could include topics such as photoreception, chemoreception, mechanoreception, electrosensation, thermoreception, magnetoreception, and nociception. Two discussion/lecture and two laboratory hours per week. Prerequisite: BIOL 120. Corequisite: CHEM 116.

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: BIOL 120. Corequisite: CHEM 116.

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. Prerequisites: Biology 120 and Chemistry 115. Not open to students who have taken FIYS 177

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: BIOL 120. Corequisite: CHEM 116.

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: BIOL 120. Corequisite: CHEM 116.

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: BIOL 120. Corequisite: CHEM 116.

BIOL 143: Biol 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: BIOL 120
Corequisite: CHEM 116 (Meets GEC Cultural Diversity Requirement.)

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.

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 seven hours per week. Prerequisites: BIOL 120, CHEM 115.

BIOL 220: Ecology and Evolution

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 will 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 will 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. Prerequisites: BIOL 120, CHEM 115, and Biological Inquiry (13x-14x)

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. Prerequisites: BIOL 120 and CHEM 116.

BIOL 320: Microbiology

This course will focus 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 will allow the student to isolate, research, and identify three bacterial species. Three lecture and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status. Students must also register for a lab.

BIOL 322: Molecular Biology

The structure and function of nucleic acids and proteins in prokaryotic and eukaryotic cells: DNA replication, transcription, translation, and regulation. Laboratories will apply current molecular techniques to an open-ended research problem. Three lecture and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status.

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.

Cross-listed as: NEUR 324

BIOL 325: Topics in Advanced Cell Biology

The structure and function of the cell and its organelles, 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. Not open to students who have taken BIOL 324.

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: Biol 220, and either Biol 221 or Junior status.

BIOL 340: Animal Physiology

This course will focus on mechanisms of homeostasis in vertebrates and invertebrates. A particular emphasis will be placed on examining specific adaptations (functional, morphological, and behavioral) to different environmental conditions, as well as problems associated with physical size. Topics will 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. Prerequisites: Biol 221, and either Biol 220 or Junior status. Cross-listed as: NEUR 340

BIOL 342: Developmental Biology

Analysis of the genetic, molecular, and structural changes that occur between fertilization and the development of the adult form. This course will examine many concepts including establishment of cell fates, embryonic patterning, and morphogenesis. Students will also analyze key experiments and methods that have provided an understanding of development. The laboratory will demonstrate important developmental principles, such as fertilization, gastrulation, differentiation, and morphogenesis through the use of invertebrate and vertebrate 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: NEUR 342

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 as: NEUR 344

BIOL 346: Molecular Neuroscience

Neurobiology associated with brain function (perception, movement, homeostasis, affect, and cognition), neurological and psychiatric illnesses, and brain injury. A reading- and writing-intensive course with a problem-based learning approach that comprehensively explores the breadth of neurobiology (molecular, cellular, anatomical, physiological, behavioral, and medical). Laboratory exercises emphasize neuroanatomy and neuronal cell biology. Several experimental projects complement lecture and laboratory learning. Six hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status. Cross-listed as: NEUR 346L

BIOL 352: Molecular Genetics

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, use of model organisms in the study of human disease, genetic engineering and gene therapy, and

principles of genome science. Laboratory will apply current molecular techniques to an original research problem. Three lecture and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status. (Cross-listed as NEUR 352.)
Cross-listed as: NEUR 352

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.

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.
Cross-listed as: NEUR 362

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.)

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 as: NEUR 372, PSYC 372

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.

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.

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 as ES 375.)

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 as: ES 384

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.

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 as: NEUR 389

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 and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. Cross-listed as: NEUR 479

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. Cross-listed as: NEUR 480

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 as: NEUR 481

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 as: NEUR 482

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.

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.

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 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 death of female recipients. The semester will conclude with nominations for next year's award winners. 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 as: NEUR 485

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.

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 CO₂ 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.

BIOL 488: Sr Sem: Cellular Basis of Disease

(Senior Seminar: Cellular Basis of Disease) A study of the cellular and molecular basis of infectious diseases and their treatments, including viral and bacterial agents, through intensive library research, report writing, and student 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 as: NEUR 488

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 as: NEUR 489

BIOL 490: Internship

Off-campus research experience supervised by a departmental faculty member. Consult the faculty member designated as the department's internship liaison for application information.

BIOL 493: Research Project

Research in collaboration with a departmental faculty member. Consult with any member of the department for application information.

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.

Requirements

ENTRY TO BIOLOGY 120 ORGANISMAL BIOLOGY

(required for Biology and Neuroscience Majors and Minors, and health professions)

Entering first-year students interested in introductory biology (BIOL 120: Organismal Biology) must take a science placement test to assess quantitative skills upon arrival on campus in August. 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). Students with scores of 12/20 or lower will be placed into CHEM 114: Foundations of Chemistry in the Spring Semester of the first year (see sequences below). The Biology Major can be completed successfully in four years through either of the sequences described below.

Students wishing to enter BIOL 120 and CHEM 115 in the fall of their second year and who have not completed CHEM 114 must take the science placement test in the spring of their first year. Students who do not score 13/20 or better at this time may retake the placement test at the start of the Fall Semester. However it is not possible to complete a Biology Major in three years starting with CHEM 114 in the second year.

Consult your advisor or the chair of the Biology Department for further explanation.

MAJOR AND MINOR IN BIOLOGY

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 – Taken concurrently with Chemistry 115
- One of the Core Biological Inquiry courses (Biology 130-149) – Normally taken in spring of the first year
- Biology 220: Ecology and Evolution (prerequisites: Biology 120 and Chemistry 115)
- Biology 221: Molecules, Genes, and Cells (prerequisites: Biology 120 and 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
- A senior studies course
 - For non-thesis students: a Senior Seminar (topics change each semester)
 - For students engaged in senior thesis research: 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 concurrently with Biology 120
- Chemistry 116
- 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.

In courses to be counted toward the major (biology, chemistry, and mathematics), students must maintain a minimum cumulative grade average of C to qualify for a degree in biology.

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
320 Microbiology	x	x	
322 Molecular Biology	x		
324 Advanced Cell Biology	x		
325 Topics in Advanced Cell Biology	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 Molecular Neuroscience	x	x	
352 Molecular Genetics	x		
360 Mechanisms of Neurodegeneration	x	x	
362 Mechanisms of Brain Dysfunction	x	x	
370 Ecology			x
372 Pharmacology	x		
373 Community Ecology			x
374 Biogeography			x
375 Conservation Biology			x
384 Plant Biology		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 concurrently with Chemistry 115
- One of the Core Biological Inquiry courses (Biology 130-149) – Normally taken in the spring of the first year
- Biology 220: Ecology and Evolution
- 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 130-149 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

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 130-149 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

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Chemistry

Faculty

[Jason A. Cody](#)

Professor of and Chair of Chemistry

Areas of Study: inorganic chemistry, solid state chemistry

[William B. Martin](#)

Deane Professor of Biochemical and Biological Sciences

Areas of Study: organic chemistry, synthesis, biochemistry, enzyme inhibition

[Dawn C. Wiser](#)

Associate Professor of Chemistry

Areas of Study: physical chemistry, computational chemistry, organometallic mechanism

[Nilam Shah](#)

Assistant Professor of Chemistry

Areas of Study:

[Melanie M. Werst](#)

Senior Lecturer in Chemistry

Areas of Study: physical biochemistry

Elizabeth W. Fischer

Senior Lecturer in Chemistry

Areas of Study: natural science, organic chemistry, biochemistry

[Amy Abe](#)

Senior Lecturer in Chemistry and Physics

NMR Consultant

Caroline Slone

Lecturer in Chemistry

Areas of Study:

[Larry Klein](#)

Lecturer in Chemistry

Areas of Study: organic synthesis, medicinal chemistry, natural product chemistry

EMERITUS FACULTY

[Laura J. Kateley](#)

Associate Professor of Chemistry, Emerita

Areas of Study: inorganic chemistry, synthesis, chromatographic, spectroscopic applications

Jump to:

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Course Descriptions

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.

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.

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 as: ASIA 107

CHEM 108: Environmental Chemistry

A working knowledge of most environmental issues facing us in the twenty-first century requires a modest understanding of some key geochemical principles. This course introduces geochemistry 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. The course will incorporate 'field' experiences: visits to water quality and/or atmospheric laboratories, as well as local sampling and analysis. Students will be asked to collect and interpret their own data, as well as to test scientific explanations of environmental issues with simple models.

Cross-listed as: ES 108

CHEM 109: Learning About the Physical World

This course will examine selected topics in physical science such as the physical and chemical properties of matter, energy, motion of objects, waves and vibrations, components of the solar system and interactions of objects in the universe. This course is appropriate for students interested in strengthening their knowledge and confidence in investigating fundamental concepts and ideas in science. The course is designed with elementary education majors in mind to provide them with the necessary background for teaching science. Students will participate in lectures, discussions, projects, and laboratory activities. Two 80-minute class hours per week. Not applicable toward the chemistry major or minor.

Cross-listed as: EDUC 109

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.

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.

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.

CHEM 220: Org Chemistry I

Introduction to functional groups; nomenclature; resonance; inductive and steric effects; stereochemistry; carbonyl chemistry; nature of organic reactions. Laboratory focuses on microscale synthetic techniques, gas chromatography, and infrared and nuclear magnetic resonance spectroscopy. Three class meetings, one laboratory per week. Prerequisite: CHEM 116 or permission of the instructor. Students must also register for a lab.

CHEM 221: Org Chemistry II

Addition, substitution, and elimination reactions; molecular rearrangements; aromaticity; carbohydrates and heterocyclic chemistry. Laboratory focuses on microscale organic synthesis, infrared and nuclear magnetic resonance spectroscopy, and GC/MS. Three class meetings, one laboratory per week. Prerequisite: CHEM 220 or permission of the instructor.

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: CHEM 221 and BIOL 120, or permission of the instructor. Students must also register for a lab.

CHEM 320: Physical Chem 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.

CHEM 321: Physical Chem II

The energy and dynamic behavior of groups of molecules. Emphasis on non-ideal gases, statistical mechanics, thermodynamics, chemical kinetics, and reaction-rate theory. Laboratory focuses on kinetics and thermodynamics with a culminating independent project-based experience. Prerequisite or corequisite: PHYS 111 or PHYS 121.

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.

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.

CHEM 415: Biochemistry

Application of chemistry to biological molecules. Topics selected from the following: X-ray crystallography; NMR spectroscopy; molecular modeling; computational methods in biochemical systems; protein-DNA interactions; photobiophysics; enzyme catalysis and mechanisms; and DNA chemistry. Four class meetings, no laboratory. Prerequisites: CHEM 300 and CHEM 321, or permission of the instructor.

CHEM 430: Advanced Organic Chemistry

Extended treatment of familiar topics of organic chemistry. Emphasis on stereochemistry, radical chemistry, and reactions used in modern organic synthesis. Laboratory is oriented toward synthesis, structural analysis, and the use of chromatographic and spectroscopic methods. Three class meetings, one laboratory per week. Prerequisites: Chemistry 221 and 321.

CHEM 450: Research in Chemistry

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.

CHEM 490: Internship

An extensive, in-depth, independent research project with faculty guidance. Includes a formal written dissertation and oral presentation. Satisfies the Senior Studies Requirement.

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 a science placement test to assess quantitative skills upon arrival on campus in August. This test consists of 20 basic algebra problems and is an established measure of readiness and likelihood of success in Chemistry I. A score of 13/20 or better on the test is required for placement into CHEM 115 (see sequences below). Students with scores of 12/20 or lower will be placed into CHEM 114: Foundations of Chemistry in the Fall Semester of the first year (see sequences below). 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 test in the spring of their first year. Students who do not score 13/20 or better at this time may retake the placement test at the start of the Fall Semester. However 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 Department offers students the opportunity to concentrate in biochemistry. The Minor in Chemistry requires a minimum of six credits, including five chemistry courses and their pre-/co-requisites.

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 490: 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 490: Senior Thesis in Chemistry.

Biochemistry Concentration

Students interested in a concentration in biochemistry should take the following courses:

- Chemistry 115: Chemistry I
- Chemistry 116: Chemistry II
- Chemistry 220: Organic Chemistry I
- Chemistry 221: Organic Chemistry II
- Chemistry 300: Biochemistry
- Chemistry 320: Physical Chemistry I
- Chemistry 321: Physical Chemistry II
- Chemistry 415: Topics in Biochemistry
- 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 CHEM 410 (Instrumental Analysis) or CHEM 490 (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 490: Senior Thesis in Chemistry (optional)

Note: *Only 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 490: Senior Thesis in Chemistry (optional)

Note: *Only one* of the optional courses listed above is required, all are encouraged.

Cinema Studies

Faculty

[David Park](#)

Professor and Chair of Communication, Chair of Cinema Studies

Areas of Study: mass communication theory; experts, intellectuals, and the media; the intellectual history of communication research; theoretical perspectives on new media

[Cynthia T. Hahn](#)

Professor of French

Areas of Study: French language; Francophone literature of Quebec, Africa, and Lebanon; French literature of the nineteenth and twentieth centuries; translation; business French; French film

[Donald Meyer](#)

Professor of Music

Areas of Study: music history, music theory, film music, electronic music, music composition.

[Janet McCracken](#)

Professor of Philosophy, Chair of Self-Designed Major

Areas of Study: aesthetics, history of philosophy, gender studies, film

[Dan LeMahieu](#)

Hotchkiss Presidential Professor of History,
Director of the Master of Liberal Studies Program

Areas of Study: modern European history

[Linda Horwitz](#)

Associate Professor of Communication

Areas of Study: feminist rhetoric, history of rhetoric, American public address

[Richard Fisher](#)

Associate Professor of German, Chair of Classical Studies

Areas of Study: Goethezeit, modern German literature, literary genres, epic literature. comparative studies

Requirements

MINOR IN CINEMA STUDIES

No major is available.

Requirements for the Minor:

At least 6 credits

- o Communication 212: Visual Rhetoric (*required*), formerly COMM 112: Introduction to Visual Communication
- o Communication 275: Introduction to Film Studies (*required*)
- o 4 elective courses chosen from:
 - American Studies 200: Topics: The American West in Washington and Hollywood
 - Art 343: Video Art
 - Chinese 333: Chinese Cinema
 - Communication 375: Documentary Film Production
 - Communication 376: Queer Cinema
 - Communication 380: Black Cinema
 - Communication 390: Communication Internship – production-based (for 1 credit)

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- French / Foreign Civilizations 333: Exploring French Culture through Film
- French / Foreign Civilizations 334: French Literature through Film
- French 338: Cinéma Français
- German 333: Modern German Film
- History 360: History and the Moving Image
- Music 266: Music in Film
- Philosophy 248: Philosophical Issues in Documentary Film
- Philosophy 255: Philosophy and Film
- Philosophy 258: Spike Lee and Black Aesthetics
- Philosophy 301: Romantic Comedies and Philosophy of Love
- Philosophy 302: Philosophical Issues in Documentary Film
- Religion 185: Film and Religion
- Religion 245: Film and Religion: Asia and America
- Sociology & Anthropology 285: 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

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.

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Classical Studies

Faculty

[Ahmad Sadri](#)

Gorter Professor of Islamic World Studies and Professor of Sociology

Areas of Study: social theory, political sociology, sociology of religion, sociology of film, sociology of intellectuals

[Janet McCracken](#)

Professor of Philosophy, Chair of Self-Designed Major

Areas of Study: aesthetics, history of philosophy, gender studies, film

[Louis G. Lombardi](#)

Professor and Chair of Philosophy, Chair of Social Justice Studies, Director of the Ethics Center

Areas of Study: ethics, political philosophy, Greek thought

[Linda Horwitz](#)

Associate Professor of Communication

Areas of Study: feminist rhetoric, history of rhetoric, American public address

[Richard Fisher](#)

Associate Professor of German, Chair of Classical Studies

Areas of Study: Goethezeit, modern German literature, literary genres, epic literature, comparative studies

[Rui Zhu](#)

Associate Professor of Philosophy

Areas of Study: Asian and comparative philosophy, Plato, philosophy of mind

[Anna Trumbore Jones](#)

Associate Professor and Chair of History

Areas of Study: ancient and medieval history

[David Boden](#)

Associate Professor of Sociology

Areas of Study: cultural sociology, law and social policy, research methods, community and identity

[Richard Pettengill](#)

Associate Professor of Theater

Areas of Study: dramaturgy, performance studies, renaissance drama, theater history

Jump to:

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Course Descriptions

CLAS 210: Ancient Greece

Greek civilization from the first awakening of reason in Homeric poetry and early philosophy to the spread throughout the Mediterranean world of a civilization of headlong, revolutionary innovation in every department of life and thought. Key episodes of the intellectual, political, and military history of the Greeks examined through examples of their literature and thought. Cross-listed as: HIST 240

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.
Cross-listed as: HIST 204

CLAS 216: Introduction to Archaeology

This course aims to familiarize students with one of the sub-fields of the discipline of anthropology: archaeology. As an offering that will require students to frequently travel to the Field Museum and gain access to more than 30,000,000 archaeological and anthropological objects, this course will offer hands-on training in theories and practice of the discipline of archaeology as well as the arts related to archives of anthropological collections. Lectures, seminar discussions and lab work on the premises of the Field Museum will be the main pedagogical tools in this course.
Cross-listed as: SOAN 216

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.
Cross-listed as: COMM 250

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: second-year standing and a Lake Forest College literature course, or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

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: second-year standing.

CLAS 290: Ancient Greek Philosophy

The nature of reality, knowledge, goodness, and beauty traced from the pre-Socratics through Plato and Aristotle. Some attention may be given to the transition to the medieval period.
Cross-listed as: PHIL 290

CLAS 302: Greek and Roman Religion

(Meets GEC Cultural Diversity Requirement.)

Requirements

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 Cnossos, 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
 - Philosophy 290: Ancient Greek 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.

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Communication

Faculty

[David Park](#)

Professor and Chair of Communication, Chair of Cinema Studies

Areas of Study: mass communication theory; experts, intellectuals, and the media; the intellectual history of communication research; theoretical perspectives on new media

[Linda Horwitz](#)

Associate Professor of Communication

Areas of Study: feminist rhetoric, history of rhetoric, American public address

[Rachel Whidden](#)

Associate Professor of Communication

Areas of Study: argumentation theory, rhetoric of science and religion, visual rhetoric

[Camille Johnson Yale](#)

Assistant Professor of Communication

Areas of Study: critical media studies, new media and communication technologies, medi history

[Elizabeth Benacka](#)

Assistant Professor of Communication

Areas of Study: rhetoric of humor, rhetorical theory and criticism, feminist rhetoric

Emir Cakaroz

Lecturer in Communication

Areas of Study: film and video production

[Stan Zoller](#)

Lecturer in Communication

Areas of Study: journalism

[Helene DeGross](#)

Lecturer in Communication, Internship Coordinator

Areas of Study: journalism

[Randall Iden](#)

Lecturer in Communication

Areas of Study: rhetoric of economics, argumentation theory, classical rhetoric

Jump to:

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Course Descriptions

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.

COMM 112: Intro to Visual Communication

This course examines forms of visual communication outside the traditional fine arts of painting and sculpture. It will concentrate primarily on the history and theory of graphic design, advertising, and propaganda, with consideration of both static and moving images.

COMM 120: Intro 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.

COMM 135: Rhetoric and Speech

Preparation and criticism of both formal and informal public speeches, including exposition, narration, description, argumentation, and persuasion.

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. Not open to students who have already completed COMM 112 or COMM 370.

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.
Cross-listed as: CLAS 250

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.)
Cross-listed as: AMER 251

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.

COMM 255: Rhetorical 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. Rhetorical 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.

COMM 268: Integrating Marketing W/ Journalism

This course is designed to provide the student with an understanding of the holistic marketing communications approach that focuses on presenting a

consistent message using complimentary media including print journalism, broadcast journalism and advertising journalism. Students will develop a basic understanding of print journalism, broadcast journalism and advertising journalism in respect to their role within the communication process. Marketing communication tools that will be examined include advertising, direct marketing, interactive/internet marketing, sales promotion, publicity/public relations and personal selling. The course will also cover legal and ethical issues involved with marketing communications and journalism.

Cross-listed as: BUSN 268

COMM 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 as: AMER 275

COMM 281: Theories of Mass Communication

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.

COMM 283: Race, Media and Culture

Television, film, audio, and broadcast media have pervasive influence on how we experience and understand the world. This course will offer tools with which to analyze overt, subtle and hidden messages about culture, races, ethnicity, gender, sexual orientation, religion, social class, age, and ability, as presented to us through the media. We will move beyond viewing TV, film, and other media into analysis of the values implicit in each genre, participating in projects within the wider community, and examination of personal, cultural, and racial identity. (Meets GEC Cultural Diversity Requirement.)

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.

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.

COMM 301: 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 255, or another 200-level Communication course approved by the Department Chair, or consent of the instructor.

COMM 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: Comm 120.

COMM 350: Topics in Communication

Intensive study of selected subjects within the field of communications. Topics vary by semester. (Meets GEC Cultural Diversity Requirement, depending on topic.)

COMM 370: Visual Rhetoric

Although much of the rhetorical tradition focuses on how speech and writing persuade audiences, visual elements continue to be important. In this course students will develop a strong understanding of visual rhetorical theories and the ways these theories guide critical interpretation of visual texts. Through an analysis of a diverse set of communication media—including photographs, television programs, advertisements, political campaigns, museums, and monuments—we will consider the ways that visual texts move individuals, communities, and publics to rhetorical action. Prerequisite: COMM 255 or permission of instructor.

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.

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.

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 another 200-level Communication course approved by the Department Chair, or consent of the instructor.

COMM 375: Documentary Production

This course will emphasize the power of documentaries and their potential to address issues of social significance. Specifically we will integrate critical

viewings with practical documentary production. This course covers the aesthetic and technical fundamentals of producing documentaries. It provides working tools to plan and make arguments creatively, collaboratively, and artistically. The goal is to gain experience in video production while learning about the history and theory of documentary film and video.

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. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: GSWS 376

COMM 380: Black Cinema

Black Cinema addresses a range of periods and movements in Black Cinema: the Los Angeles School (for example Haile Gerima), Blaxploitation and its critics, Women directors (Leslie Harris, Julie Dash, Yvonne Welbon, Kasi Lemmons) critiques of Hollywood (ex: Robert Townsend's Hollywood Shuffle) and a unit on Spike Lee. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: AFAM 380

COMM 381: Hist & Theory Freedom of Expression

This course concerns itself with an understanding of where the concept of free speech originates, and how some seemingly far-flung ideas in philosophy of communication came to play a major role in shaping the debates about expression today. 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. The course culminates with a consideration of how controversial issues related to the media come to shape these debates. Prerequisite: Comm 255, or another 200-level Communication course approved by the Department Chair, or consent of the instructor.

COMM 382: Women's Rhet & 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. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: GSWS 382

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.

COMM 384: The Rhetorical Presidency

Examines the rhetorical nature of the office of the President of the United States. Cross-listed as: AMER 384

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. In the 18th century, most public debate took place in small coffeehouses where locals would meet to discuss the issues of the day. Now, public debate takes on all forms--in the media,

entertainment, theater, music, art, schools, etc. Because this is an upper-level course, the expectations are high. You will be expected to describe the contemporary public sphere, but to critically evaluate the public sphere using theories from established scholars and your own research efforts. Key questions for this class include: What count as 'public' and 'private'? What is the role of the public? What is the 'public sphere' and how has it changed over time? What voices are excluded in the public sphere? What are the best ways to be public? What role do photography, film, literature, sports, etc., have in a public sphere? Is face-to-face interaction crucial for public life?

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 as: AMER 386

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 another 200-level Communication course approved by the Department Chair, or consent of the instructor.

COMM 388: Rhetoric and Public Memory

This course will look at the theories of public memory and apply them to a collection of texts on the Holocaust in order to understand how these texts influence the present generation and will influence future generations' understanding of the Holocaust.

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 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 another 200-level Communication course approved by the Department Chair, or consent of the instructor.

COMM 390: Internship

Off-campus professional work experience. One credit acceptable, but two credit internships preferred.

COMM 420: Senior Seminar

Focus of seminar changes frequently.

Requirements

MAJOR AND MINOR IN COMMUNICATION

The Major and Minor in Communication were redesigned in 2012 (see left navigation bar for requirements before Fall 2012). All students must follow this set of requirements if they matriculated in the fall semester of 2012 or after. The Major in Communication requires at least ten credits, while the Minor in Communication requires at least six credits.

Requirements for the Major:

At least 10 credits

- COMM 110: Introduction to Communication
- COMM 255: Rhetorical Criticism
- 1 additional 200-level Rhetoric course
- 2 200-level Media Studies courses
- COMM 301: Communication Research Methods
- 2 additional 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 492: Creative Project *or* COMM 493: Research Project (Senior Status Required for Senior Studies Requirement)
 - COMM 494: Senior Thesis in Communication

The minimum grade for each course to count toward the major is C. Courses taken Credit-D-Fail (with the exception of internships) will not count toward the major or minor.

Requirements for the Minor:

At least 6 credits

- COMM 110: Introduction to Communication
- 1 200-level Rhetoric course (not COMM 212)
- 1 200-level Media Studies course (not COMM 275)
- COMM 255: Rhetorical 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 255: Rhetorical Criticism

200-level Media Studies Courses

- COMM 275: Film Studies
- COMM 281: Theories of Mass Communication
- COMM 283: Race, Culture and Media
- COMM 285: Modern Media History
- COMM 287: Media Systems and Institutions

300-level Seminars

- COMM 301: Communication Research Methods
- PHIL 310: Communication Ethics
- PSYC 325: Persuasion and Truth in Sales Communication
- COMM 350: Topics in Communication
- COMM 372: Rhetoric of Economics and the Market
- COMM 373: Cultural Theory and Media Studies
- COMM 374: Rhetorical Chicago
- COMM 375: Documentary Production
- COMM 376: Queer Cinema
- COMM 380: Black Cinema
- 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

Digital Media Design

Faculty

[Craig Knuckles](#)

Associate Professor of Mathematics and Computer Science

Areas of Study: control theory and optimization, functional analysis, computer science

[Tracy Marie Taylor](#)

Associate Professor of Art, Chair of Digital Media Design

Areas of Study: design, computer imaging, digital photography, art

Jason Geistweidt

Lecturer in Art

Areas of Study:

[Min Pak](#)

Lecturer in Computer Science

Areas of Study: digital media design

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Requirements

MINOR IN DIGITAL MEDIA DESIGN

No major is currently available.

Requirements for the Minor:

At least 6 credits, including 4 required courses:

- Computer Science 107: Introduction to Web Programming
- Art 142: Digital Design Foundations OR Art 242: Introduction to Computer Imaging
- Computer Science 270: Web Development
- Art 370: Interactive Web Design
- At least 2 electives, chosen from the following list:
 - Art 130: Elements of Design
 - Art 133: 3-D Design Foundations
 - Art 244: Digital Art
 - Art 253: Graphic Design
 - Art 342: Advanced Computer Imaging
 - Art 343: Video Art
 - Computer Science 112: Computer Science I
 - Computer Science 312: Client-Server Web Applications
 - Communication 212: Visual Rhetoric
 - 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

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Faculty

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[Course Descriptions](#)

[Requirements](#)

[Carolyn Tuttle](#)

Betty Jane Schultz Hollender Professor and Chair of Economics, Business, and Finance and Director of Border Studies

Areas of Study: macroeconomic theory, money and banking, border studies, women in the work force, child labor in Latin America

[Robert J. Lemke](#)

Professor of Economics and Business, Chair of the Entrepreneurship and Innovation Program

Areas of Study: microeconomic theory, industrial organization, econometrics, labor economics, mathematical economics

[Jeffrey O. Sundberg](#)

James S. Kemper Foundation Professor of Liberal Arts and Business

Areas of study: environmental and natural resource economics, microeconomic theory, corporate finance ,law and economics, finance

[Les R. Dlabay](#)

Professor of Economics and Business, Chair of Area Studies

Areas of Study: mass media/marketing research, Latin American global business, Asian business culture and trade relations, financial accounting

[Robert A. Baade](#)

A. B. Dick Professor of Economics

Areas of Study: international trade, international finance, economics of sports

[Amanda Felkey](#)

Associate Professor of Economics and Business

Areas of Study: household economics, behavioral economics, development economics, quantitative methods, microeconomic theory

[Darlene M. Jaffke](#)

Assistant Professor of Business and Coordinator of Entrepreneurship and Innovation

Areas of study: business administration, marketing

[S. Aneeqa Aqeel](#)

Assistant Professor of Economics and Business

Areas of study: macroeconomic theory, advanced macroeconomics, money and banking

[Kent Grote](#)

Assistant Professor of Economics and Business

Areas of Study: finance, investment analysis, industrial organization

[Stewart Foley](#)

Lecturer in Finance and Special Advisor on the Practice of Finance

Areas of Study: global insurance, insurance asset management, corporate finance, investments

David Jordan
Lecturer in Business

Areas of Study:

Hal Sider
Lecturer in Economics

Areas of Study:

Carmina Bech-Segarra
Lecturer in Finance

Areas of Study:

Marc Lawrence
Lecturer in Finance

Areas of Study:

Beth Clemmensen
Lecturer in Economics and Business

Areas of Study: marketing

George Seyk
Lecturer in Economics and Business, Internship Coordinator

Areas of Study: internships, emerging markets

Jill Terzakis
Lecturer in Economics and Business

Areas of Study: real estate finance

EMERITUS FACULTY

William Moskoff
Betty Jane Schultz Hollender Professor of Economics and
Business, Emeritus

Areas of Study: economies of the former Soviet Union and Eastern Europe

Richard Dye
Ernest Johnson Professor of Economics, Emeritus

Areas of Study: urban economics, tax policy

Course Descriptions

Other courses:

[Economics](#) [Finance](#)

Business Courses

BUSN 130: Applied Statistics

Distribution analysis, sampling theory, statistical inference, and regression analysis, with emphasis on the application of statistical techniques using spreadsheet software to analyze economic and business issues. Students who have taken this course will not receive credit for MATH 150. Not open to students who have completed ECON 180 or BUSN 180. Cross-listed as: ECON 130, FIN 130

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. Prerequisites: ECON 110 and either MATH 110 or MATH 160, both with grades of C- or better.

BUSN 280: The Mexican-American Border

As the only place where the third world and first world touch, the Mexican-American border is unique. This course will focus on the 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 will begin with the history of the border from the Gadsden Purchase in 1854 to the passage of NAFTA in 2004 and then examine the impact of free trade on Mexico. The course will explore 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. The course involves a three-week stay along the border in May. Pre-requisites: ECON 110 and SPAN 112 or its equivalent. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 280, ECON 280, LNAM 280, SPAN 201

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.

BUSN 322: Emerging Markets Analysis

Analysis of emerging markets of East Asia and Latin America, paying particular attention to growth strategies and the impact of market reforms, financial markets development, and foreign capital flows on economic performance of these countries. The course relies on case studies from Asian countries of China, South Korea, Thailand, Singapore, and Hong Kong and Latin American economies of Brazil, Argentina, Mexico, and Chile. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 220.

Cross-listed as: ASIA 322, LNAM 322

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. Prerequisites: Business 230 with a grade of C- or better.

BUSN 331: Managerial Accounting

Use of accounting information for evaluation of planning and control decisions. Topics include budgeting, cost-volume analysis, product costing, and standards for planning, control, and performance measurement. Prerequisite: Business 230 with a grade of C- or better.

BUSN 341: Global Cultures & Intl Bus-Chgo

(Global Cultures and International Business Activities of Chicago) As influences of global activities increase locally, Chicago provides vast resources for the study of cultures, economic policies, political relations, and global business strategies. More than 130 consulates and foreign trade offices, and headquarters of many global companies, are in Chicago. This course will address the development and implications of various cultures in relation to local and global business activities. An emphasis will be field research, visits, and other activities involving Chicago-area resources. Instructional activities will include team projects, interviews, and observations to address issues related to Chicago's role in international trade and economic development for emerging markets. (Meets GEC Cultural Diversity Requirement.) Prerequisite: Junior standing, or permission of instructor.

BUSN 345: Principles of Marketing Strategy

This course is designed to provide undergraduate students with a broad background on the nature and scope of marketing concepts used in business. Building upon these concepts, students will examine the process of developing the four elements of the marketing mix (product, promotion, price and place) and how marketing managers use these elements to gain competitive advantage in a global economy. The development of marketing related strategies and tactics used to identify, create and maintain satisfying relationships with customers that result in value for both the customer and the marketer will be analyzed leading to an understanding of the role marketing plays within firms and society. Prerequisite: Sophomore standing.

Cross-listed as: ENTP 345

BUSN 346: Entrepreneurial Marketing

This project-based course focuses on marketing strategies that are relevant for new businesses or new product launches within a corporate setting. A broad overview of advertising development including account planning/research, the creative process, production, and media planning will be examined. Focus will be on print advertising, electronic media, digital interactive media, direct mail, and specialty advertising. Through the Entrepreneurial Marketing Analysis Project, students will have the opportunity to work with a local small business examining their current marketing and promotional strategies within the environment in which they are operating. Prerequisite: BUSN/ENTP 345.
Cross-listed as: ENTP 346

BUSN 350: Capital Budgeting

Study of advanced financial management and the evaluation of domestic and global business investment opportunities. Topics include the discounting of cash flows, foreign market risk analysis, capital asset pricing, and financial leverage decisions. Prerequisite: FIN 210 or FIN 237.

BUSN 360: Social Entrepreneurship

Social entrepreneurship is a cross-cultural and interdisciplinary practice that combines traditional business and finance principles with expertise from fields as diverse as agriculture, medicine, law, engineering, environmental studies and sociology. The efforts of social entrepreneurs attempt to address problems such as poverty, hunger, disease, pollution, illiteracy, and inadequate housing in developing areas of Africa, Asia, and Latin America. The result of these efforts is often a new business model for improved economic development and enhanced quality of life in a particular cultural setting. Strategic partnerships contribute to the success of such social enterprises through connections with government, non-governmental organizations (NGOs), relief agencies, microfinance institutions, and human rights groups in varied cultural settings. This course prepares students for a changing business environment through cross-cultural and interdisciplinary assignments including field interviews, team projects, and student-created videos. Prerequisite: FIN 210. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ENTP 360

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 345. Not open to students who have completed BUSN 370.

BUSN 470: Latin American Global Business

Emphasizes analytic activities and case problems for corporate and entrepreneurial organizations operating or considering operations in Latin America. Economic theories, statistical tests, accounting records, financial analysis, and marketing concepts will be used to investigate business situations. (May be taken by business and international relations majors to meet GEC Senior Studies Requirement. Meets GEC Cultural Diversity Requirement if not used for GEC Senior Studies Requirement.) Prerequisites: BUSN 130 (or BUSN 180), BUSN 230, ECON 210, ECON 220, and FIN 210 (or FIN 237); or permission of instructor for Latin American Studies majors.
Cross-listed as: LNAM 470

BUSN 471: Asian Bus Culture & Trade Relations

Asian Business Culture and Trade Relations. As China, Singapore, South Korea, and Taiwan expand trade activities and increase their global influence, other Asian nations (Cambodia, Laos, Malaysia, Vietnam) continue to face economic hardships. This course will address geographic, historic, cultural, economic, and political factors that influence business opportunities, economic development, and quality of life in Asia. An emphasis will be on regional and global trade relations related to health care, infrastructure, food distribution, telecommunications, and education/job training. Instructional experiences will include field research

involving Chicago-area resources along with analytic activities and case problems for business organizations operating or considering operations in Asia. (May be taken by business and Asian studies majors to meet GEC Senior Studies Requirement. Meets GEC Cultural Diversity Requirement if not used for GEC Senior Studies Requirement.). Prerequisites: BUSN 130 (or BUSN 180), BUSN 230, ECON 210, ECON 220, and FIN 210 (or FIN 237); or permission of instructor for Asian Studies majors.
Cross-listed as: ASIA 471

BUSN 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. (Meets GEC Cultural Diversity Requirement.) Prerequisites: ECON/BUSN 130 (or ECON/BUSN 180), ECON 210, and ECON 220.
Cross-listed as: ECON 489

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.
Cross-listed as: ECON 490, FIN 490

Economics Courses

ECON 110: Principles of Economics

An introduction to both microeconomics, the theory of consumer and producer behavior, and macroeconomics, the determination of aggregate levels of production, employment, inflation, and growth. Application of economic principles to the analysis of current problems of the U.S. economy.

ECON 129: MS Excel for E/B/F Students

(Beginning and Intermediate Microsoft Excel Workshop for Economics, Business, & Finance Students). This hands-on workshop for the E/B/F Department allows students to learn basic and intermediate Microsoft Excel skills. These skills will be applied in future E/B/F courses and in the workplace using spreadsheet software. By the end of this course, students will be able to perform spreadsheet calculations, and create professional graphs and charts from data. Skills included in this workshop are: working with formulas and functions (including Regression Analysis and best-fit lines), formatting a worksheet, working with charts, analyzing data using formulas, managing workbook data, using tables (including Pivot Tables & Charts), Analyzing table data, automating worksheet tasks, enhancing charts, and using the What If analysis. Working files are included to allow students to follow along using the same source material that the author uses throughout the lessons. This course meets for seven 90-minute instructor-led sessions in a PC computer lab. This 0.25-credit course is graded Credit/D/F and has no prerequisites.

ECON 130: Applied Statistics

Distribution analysis, sampling theory, statistical inference, and regression analysis, with emphasis on the application of statistical techniques using spreadsheet software to analyze economic and business issues. Students who have taken this course will not receive credit for MATH 150. Not open to students who have completed ECON 180 or BUSN 180.
Cross-listed as: BUSN 130, FIN 130

ECON 210: Microeconomic Theory

Application of both theoretical and empirical analysis to consumer demand; to the firm both as producer of goods and as buyer of inputs, in both monopoly and competitive markets; and to public policy issues such as public goods, law and economics, and the environment. Prerequisites: ECON 110 and MATH 110 or MATH 160 with grades of C- or better.

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 110 or MATH 160 with grades of C- or better.

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. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 110.

Cross-listed as: LNAM 245

ECON 265: 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. Since women are more likely than men to be poor and a large number of policies are aimed at women and children, particular emphasis is given to the role of gender. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 110 with a grade of C- or better.

Cross-listed as: GSWS 265

ECON 280: The Mexican-American Border

As the only place where the third world and first world touch, the Mexican-American border is unique. This course will focus on the 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 will begin with the history of the border from the Gadsden Purchase in 1854 to the passage of NAFTA in 2004 and then examine the impact of free trade on Mexico. The course will explore 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. The course involves a three-week stay along the border in May. Pre-requisites: ECON 110 and SPAN 112 or its equivalent. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 280, BUSN 280, LNAM 280, SPAN 201

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.

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.

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. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 210.

Cross-listed as: GSWS 320

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 will examine policies across different states, countries, and eras. Prerequisite: ECON 210.

ECON 330: Econometrics

Use of statistical methods, especially multiple regression, to test hypotheses based on economic theory. Some use of computer programs. Prerequisites: ECON/FIN/BUSN 130 (or ECON/BUSN 180), and either ECON 210 or ECON 220.

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 as: ES 340

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.

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.

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.

ECON 370: Managerial Economics

Analyzes the various ways in which microeconomic principles and quantitative tools can be used to aid managers in making sound decisions. Topics include forecasting consumer demand, production and cost analysis, optimal pricing and production decisions, sensitivity analysis, and capital budgeting. Prerequisites: ECON 130 or ECON 180, and ECON 210.

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.

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.

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. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 210.

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.

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. (Meets GEC Cultural Diversity Requirement.) Prerequisites: ECON 210 and ECON 220; and junior or senior standing.

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 as: FIN 431

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.

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 as: FIN 483

ECON 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. (Meets GEC Cultural Diversity Requirement.) Prerequisites: ECON/BUSN 130 (or ECON/BUSN 180), ECON 210, and ECON 220.
Cross-listed as: BUSN 489

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.

Cross-listed as: BUSN 490, FIN 490

Finance Courses

FIN 130: Applied Statistics

Distribution analysis, sampling theory, statistical inference, and regression analysis, with emphasis on the application of statistical techniques using spreadsheet software to analyze economic and business issues. Students who have taken this course will not receive credit for MATH 150. Not open to students who have completed ECON 180 or BUSN 180.

Cross-listed as: ECON 130, BUSN 130

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 OR ECON/BUSN 180 with grades of C- or better. Not open to students who have completed FIN 237.

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 and BUSN 230, both with a grade of C- or better.

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: FIN 210 OR FIN 237 with a grade of C- or better. Not open to students who have completed FIN 380.

FIN 337: Real Estate Finance

An examination of the fundamental concepts, principles, and analytical methods involved in debt financing of residential and commercial real estate. Through lectures, readings, problem sets, casework, presentations and exams, students will develop and demonstrate their understanding of the process of underwriting and financing residential and commercial properties. Mortgage financing for the purpose of homeownership will lead to a focus on income-producing properties for the purpose of investment. Both the perspectives of the borrower as well as of the lender will be

considered. Present value calculations and capitalization rates will be emphasized. The role of real estate capital markets will be introduced. Prerequisite: FIN 210 or FIN 237.

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.

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: FIN 210 or FIN 237, and BUSN 230.

FIN 370: Entrepreneurial Finance

Entrepreneurialism thrives in the U.S. and is essential to the country's economy with well over half a million new business ventures being launched each year. According to the U.S. Census Bureau, small businesses employ half of all private sector employees and have generated the majority of new jobs in recent years. It is likely that many of today's business college graduates will work at, finance, and possibly start-up new business enterprises. The objectives of the course include: (i) gaining an understanding of the new business venture process, (ii) examining the financial aspects of strategic and business planning, (iii) developing the tools for financial forecasting, and (iv) establishing a framework for business valuation—both from the entrepreneur's and investor's perspective. Prerequisites: FIN 210 or FIN 237, and BUSN 230. Cross-listed as: ENTP 370

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. Prerequisite: FIN 210 or FIN 237.

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 and either FIN 210 or FIN 237; and junior or senior standing.

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 as: ECON 431

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 as: ECON 483

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.

Cross-listed as: ECON 490, BUSN 490

Requirements

The Majors and Minors in Economics, Business, and Finance were redesigned in 2013 (see left navigation bar for requirements before Fall 2013). The new requirements will apply to all students who matriculate in Fall Semester 2013 or thereafter. Current students may choose to follow either the new requirements or the old requirements.

The rules pertaining to repeated courses will apply to students who received a grade of C- or lower prior to Fall 2013 in BUSN/ECON 180, FIN 237, and FIN 380, and who wish now to re-take these courses in their newly numbered guises (respectively): BUSN/ECON/FIN 130, FIN 210, and FIN 320.

The Department of Economics and Business offers Majors and Minors in Economics, [Business](#), and [Finance](#). Students cannot double major within the Department of Economics & Business. Student also cannot have both a major and minor that are both from the Department of Economics & Business.

MAJOR AND MINOR IN ECONOMICS

Requirements for the Major in Economics:

At least 10 credits

- MATH 110: Calculus I
- ECON 110: Principles of Economics
- ECON 130: Applied Statistics – Students who have taken this course will not receive credit for MATH 150. Students who have already completed an equivalent college-level statistics course may have this requirement waived if approved by the department chair.
- ECON 210: Microeconomic Theory
- ECON 220: Macroeconomic Theory
- ECON 330: Econometrics
- 3 additional economics or finance courses (ECON or FIN prefix) – at least 2 must be at or above the 300-level. Internships do not count as economics elective courses, but BUSN 322 Emerging Markets Analysis can be counted as an Economics elective.
- Completion of the Senior Studies Requirement in 1 of the following ways:
 - 1 economics or finance course (ECON or FIN prefix) at the 400-level excluding internships
 - Senior Thesis – talk to the Chair of the Department or see the Senior Thesis tab under Student Research on the webpage for requirements.

Students must earn a grade of C- or better in ECON 110, 130, 210, 220 and MATH 110.

Requirements for the Minor in Economics:

At least 6 credits

- ECON 110: Principles of Economics
- MATH 110: Calculus I or MATH 160: Mathematical Methods with Applications
- ECON 210: Microeconomic Theory or ECON 220: Macroeconomic Theory
- 3 additional economics or finance courses (ECON or FIN prefix) at the 200-level or higher – excluding internships, but including ECON 130: Applied Statistics

MAJOR AND MINOR IN BUSINESS

Requirements for the Major in Business:

At least 12 credits

- MATH 110: Calculus I or MATH 160: Mathematical Methods with Applications
- ECON 110: Principles of Economics
- BUSN 130: Applied Statistics – Students who have taken this course will not receive credit for MATH 150. Students who have already completed an equivalent college-level statistics course may have this requirement waived if approved by the department chair.
- BUSN 230: Financial Accounting
- ECON 210: Microeconomic Theory
- ECON 220: Macroeconomic Theory
- FIN 210: Financial Management
- PHIL 203: Business and Professional Ethics or PHIL 325: Major Ethical Theories
- 3 additional business, economics, or finance courses (BUSN, ECON, FIN prefix) at the 300-level or above, excluding internships, and with 2 or fewer being marketing courses
- Completion of the Senior Studies Requirement in 1 of the following ways:
 - 1 business or finance course (BUSN or FIN prefix) at the 400-level, excluding internships
 - ECON 430: International Trade Theory and Practice
 - Senior Thesis – talk to the Chair of the Department or see the Senior Thesis tab under Student Research on the webpage for requirements.

Students must earn a grade of C- or better in ECON 110, 210 and 220; MATH 110 or 160; BUSN 130 and 230; FIN 210; and PHIL 203 or 325.

Requirements for the Minor in Business:

At least 7 credits

- ECON 110: Principles of Economics
- MATH 110: Calculus I or MATH 160 Mathematical Methods with Applications
- BUSN 130: Applied Statistics
- BUSN 230: Financial Accounting
- FIN 210: Financial Management
- 2 additional Business (BUSN prefix) courses – excluding internships

MAJOR AND MINOR IN FINANCE

Requirements for the Major in Finance:

At least 12 credits

- MATH 110: Calculus I
- ECON 110: Principles of Economics
- FIN 130: Applied Statistics – Students who have taken this course will not receive credit for MATH 150. Students who have already completed an equivalent college-level statistics course may have this requirement waived if approved by the department chair.
- BUSN 230: Financial Accounting
- ECON 210: Microeconomic Theory
- ECON 220: Macroeconomic Theory
- FIN 210: Financial Management
- FIN 310: Corporate Finance

- FIN 320: Investments
- 2 additional courses chosen from the following:
 - 300-level or higher finance courses (FIN prefix), excluding internships
 - BUSN 330: Intermediate Accounting
 - BUSN 331: Managerial Accounting
 - ECON 313: Money and Banking
 - ECON 330: Econometrics
- Completion of the Senior Studies Requirement in 1 of the following ways:
 - 1 finance course (FIN prefix) at the 400-level, excluding internships
 - Senior Thesis – talk to the Chair of the Department or see the Senior Thesis tab under Student Research on the webpage for requirements.

Students must earn a grade of C- or better in ECON 110, 210 and 220; MATH 110; BUSN 230; FIN 130 and 210.

Requirements for the Minor in Finance:

At least 8 credits

- MATH 110: Calculus I or MATH 160 Mathematical Methods with Applications
- ECON 110: Principles of Economics
- FIN 130: Applied Statistics
- BUSN 230: Financial Accounting
- FIN 210: Financial Management
- FIN 310: Corporate Finance
- FIN 320: Investments
- 1 additional class from the following:
 - 200-level or higher finance course (FIN prefix), excluding internships
 - BUSN 330: Intermediate Accounting
 - BUSN 331: Managerial Accounting
 - ECON 313: Money and Banking
 - ECON 330: Econometrics

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Education

Faculty

[Rachel Ragland](#)
Associate Professor and Chair of Education

Areas of Study: secondary education

[Desmond Odugu](#)
Assistant Professor of Education

Areas of Study: international and comparative education

[Laura Grandau](#)
Assistant Professor of Education

Areas of Study: elementary education and mathematics

[Dawn Abt-Perkins](#)
Director of Writing Programs, Special Assistant to the Dean of Faculty and Professor of Education

Areas of Study: secondary and multicultural education

David Meekhof
Lecturer in Education

Area of Study:

[Debra Fitzsimmons](#)
Lecturer in Education

Areas of Study: K–12 art education

[Judy Lafferty](#)
Lecturer in Education

Areas of study: elementary and middle school education

[Nancy Latka](#)
Lecturer in Education

Areas of Study: teacher evaluation and instruction

[Judith Lindgren](#)
Lecturer in Education

Areas of Study: teacher evaluation and instruction

[Marilynn Menuey](#)
Lecturer in Education

Areas of Study: special education

Elizabeth Perez Robertson
Lecturer in Education

Area of Study: K–12 modern language education

[George Pryjma](#)
Lecturer in Education

Areas of study: math education

[Jeanne Schellin](#)
Lecturer in Education

Areas of Study: secondary and English education

Jump to:

[Course Descriptions](#)

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James Sullivan
Lecturer in Education

Areas of Study: secondary science education

Alan Wahlert
Lecturer in Education

Area of Study: secondary social studies

EMERITUS FACULTY

Shelley Sherman
Associate Professor of Education, Emerita

Areas of Study: elementary education and educational studies

Course Descriptions

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
Cross-listed as: MATH 104

EDUC 108: Learning About the Living World

This course will examine selected topics in life science and earth science such as the human body and its functioning, ecology, ecosystems, weather, the water cycle, and erosion. 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 will participate in lectures, discussion, student presentations and projects, and laboratory activities. Two 50-minute class hours per week plus one two-hour session for laboratory, demonstrations, or field work. Does not satisfy requirements for the Biology major.
Cross-listed as: BIOL 108

EDUC 109: Learning About the Physical World

This course will examine selected topics in physical science such as the physical and chemical properties of matter, energy, motion of objects, waves and vibrations, components of the solar system and interactions of objects in the universe. This course is appropriate for students interested in strengthening their knowledge and confidence in investigating fundamental concepts and ideas in science. The course is designed with elementary education majors in mind to provide them with the necessary background for teaching science. Students will participate in lectures, discussions, projects, and laboratory activities. Two 80-minute class hours per week. Not applicable toward the chemistry major or minor.
Cross-listed as: CHEM 109

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 150 or permission of instructor.
Cross-listed as: MUSC 170, MUSE 170

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.

EDUC 212: Educational Reform in the U.S.

This course will explore the meaning of educational reform in the United States, both from a historical and philosophical perspective and in the context of contemporary educational policy. Students will begin the course by studying the progressive educational reform movement of the early twentieth century. They will look at ways in which progressive education initiatives, including the open education movement of the late 1960s and early 1970s, have been challenged by proponents of standardization in schools. Charter schools, magnet schools, school vouchers, and No Child Left Behind also will be examined in order to better understand how the notion of educational reform is one that can be viewed from a wide variety of perspectives and within multiple contexts.

Cross-listed as: AMER 212, PHIL 214

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. (Meets GEC Cultural Diversity Requirement.)

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.

Cross-listed as: PHIL 220

EDUC 232: The Teaching of Writing

Introduces students to theories of writing development with the intention of learning to teach others how to improve their writing skills and strategies.

EDUC 239: Hist of Educ in American Society

(History of Education in American Society) Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century.

Cross-listed as: HIST 239, AMER 270

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 244

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: EDUC 170 with a grade of B- or better. Corequisites: No corequisites. Cross-listed as: MUSE 275

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. Prerequisites: Education 210 and licensure candidate status. Cross-listed as: EDUC 403

EDUC 304: Elementary Fieldwork & Seminar

Half-day pre-student teaching fieldwork practicum in the elementary school. Elementary licensure candidates complete 150 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 in a multicultural setting with a focus on instructional strategies for English language learners (ELLs) is required. This course must be taken concurrently with Education 303. Prerequisites: Education 210 and licensure candidate status. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: EDUC 404. Cross-listed as: EDUC 404

EDUC 305: Teaching in the Elementary School

This course emphasizes the importance of developing special skills, competencies, and understanding for teaching elementary school students. It includes philosophy, curriculum, instruction, and methods; design and development of elementary-grade lessons and programs; and observation and participation in elementary school classrooms. Prerequisites: Education 210, Education 313, Education 315, and Psychology 210.

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. (Meets GEC Cultural Diversity Requirement.)

EDUC 310: Equity & Social Justice in Educ

(Equity and Social Justice in Education) This course intends to examine notions of 'equity' and 'social justice' in the context of three aspects of education: the historical founding of U.S. schools on oppressive ideals; the ways in which race, gender, and sexual orientation affect and disrupt one's experiences of schooling; and the evolution of the efforts to work against these phenomena within the field of education. The course will explore equity and social justice from a variety of perspectives and through different texts, including analytical journal articles and personal narratives. Readings and discussions will be based heavily on the local world of public education as a microcosm of these issues as they have played out nationally and internationally. Not open to first-year students. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: ETHC 340

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.

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.

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.
Cross-listed as: EDUC 413

EDUC 314: Inclusive Learning Environments

Emphasis on approaches and methodology that establish an inclusive classroom environment, including methods of instruction and curriculum and instructional and management modifications for students with exceptionalities. Response to Intervention, IEPs, and other school practices that aim to meet the needs of each child are included in this course. Topics include identification of various exceptionalities (e.g., learning disabilities, mental retardation, physical disabilities, etc.) that affect students and the structuring of their learning environments; the role of the special educator in relation to the regular classroom teacher; federal and state legislation that governs special education and the role of the regular classroom teacher; observation and analysis of students with exceptionalities in various learning environments; multicultural and linguistic differences as related to special education; instructional strategy modifications for special populations; and the development of classroom cultures that are sensitive and responsive to differences in gender and sexual orientation. Prerequisite: Psychology 210, Psychology 318, or permission of the department chairperson. Cross-listed as: EDUC 414

Cross-listed as: EDUC 414

EDUC 315: Middle School Fieldwork & Seminar

Half-day pre-student teaching fieldwork practicum in the middle and junior high school. Secondary licensure candidates complete 150 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 at a multicultural site with a focus on instructional strategies for English language learners (ELLs) is required. This course must be taken concurrently with Education 313. Prerequisite: Acceptance for licensure candidacy. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: EDUC 415.
Cross-listed as: EDUC 415

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ETHC 330, SOAN 344

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 322, SOAN 343

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. Prerequisites: Education 210 and MAT licensure candidate status.

Cross-listed as: EDUC 303

EDUC 404: Elementary Fieldwork & Seminar

Half-day pre-student teaching fieldwork practicum in the elementary school. Elementary licensure candidates complete 150 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 in a multicultural setting with a focus on instructional strategies for English language learners (ELLs) is required. This course must be taken concurrently with Education 403.

Prerequisites: Education 210 and licensure candidate status. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: EDUC 304

EDUC 406: Teaching Adolescent Students

This course emphasizes the importance of developing special skills, competencies, and understanding for teaching middle school students. It includes middle-grade philosophy, curriculum, instruction, and methods; design and development of middle-grade lessons and programs; assessment coordination and referral of students to health and social services; and observation and participation in middle school classrooms.

Prerequisites: Education 303 and 304.

Cross-listed as: EDUC 506

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 Credit/D/Fail basis.

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 the English Language Learners. This course must be taken concurrently with Education 415. Prerequisites: Education 210 and MAT licensure candidate status.

Cross-listed as: EDUC 313

EDUC 414: Inclusive Learning Environments

Emphasis on approaches and methodology that establish an inclusive classroom environment, including methods of instruction and curriculum and instructional and management modifications for students with exceptionalities. Response to Intervention, IEPs, and other school practices that aim to meet the needs of each child are included in this course. Topics include identification of various exceptionalities (e.g., learning disabilities, mental retardation, physical disabilities, etc.) that affect students and the structuring of their learning environments; the role of the special educator in relation to the regular classroom teacher; federal and state legislation that

governs special education and the role of the regular classroom teacher; observation and analysis of students with exceptionalities in various learning environments; multicultural and linguistic differences as related to special education; instructional strategy modifications for special populations; and the development of classroom cultures that are sensitive and responsive to differences in gender and sexual orientation. Prerequisite: Psychology 210, Psychology 318, or permission of the department chairperson. Cross-listed as: EDUC 314

Cross-listed as: EDUC 314

EDUC 415: Middle School Fieldwork & Seminar

Half-day pre-student teaching fieldwork practicum in the middle and junior high school. Secondary licensure candidates complete 150 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 at a multicultural site with a focus on instructional strategies for English language learners (ELLs) is required. This course must be taken concurrently with Education 413. Prerequisite: Acceptance for licensure candidacy. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: EDUC 315.
Cross-listed as: EDUC 315

EDUC 416: Elem & Mid Schl-Literacy & Soc Stud

EDUC 416: Curriculum and Instruction in the Elementary and Middle School: Content-Area Literacy and Social Studies

Seminar focusing on research-based content area reading practices and curriculum and instructional planning. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment, including data analysis and its use in instructional planning. Also stresses 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. Prerequisite: Education 303/304 with a grade of B- or better; co-requisite: Education 417.
Cross-listed as: EDUC 516

EDUC 417: Elem & Mid Schl-Math & Science

EDUC 417: Curriculum and Instruction in the Elementary and Middle School: Math and Science

Seminar focusing on curriculum and instructional planning in math and science and how math and science curricula are organized for children at differing developmental levels and with various backgrounds. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment in math and science. Students will practice creating Teacher Work Samples that use data to plan instruction and help focus teachers on the impact of instruction on student learning. Also stresses principles of and practice for using various technological teaching tools. This course has fieldwork experiences in science, math, and technology instruction. Prerequisite: Education 303/304 with a grade of B- or better; co-requisite Education 416.
Cross-listed as: EDUC 517

EDUC 418: Elem Student Teaching & Seminar

EDUC 418: 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.
Cross-listed as: EDUC 518

EDUC 419: Secondary Curriculum & Instruct Dsgn

EDUC 419: Secondary Curriculum and Instructional Design

This senior seminar focuses on the practical use of educational theory in the secondary 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, and classroom management. Students will conduct analyses of teaching theory and practice, create and analyze lesson design using a Teacher Work Sample 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. Cross-listed as: EDUC 519

EDUC 420: Discipline-Specific Secondary Curr

EDUC 420: Discipline-Specific Secondary Curriculum and Instructional Design

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 a high school for 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 421: Secondary Stud Teaching & Seminar

EDUC 421: Secondary 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 419/420 or 422 with a grade of B- or better. Cross-listed as: EDUC 521

EDUC 422: Discipline-Specific K-12 Curriculum

(Discipline-Specific K-12 Curriculum and Instructional Design) 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 two clinical placements: one in a high school for observation hours and consultation with a field-based faculty mentor; and one in an elementary school for a 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. Cross-listed as: EDUC 522

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.

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.

EDUC 502: 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. This course must be taken concurrently with Education 518 or 521. Prerequisite: Education 516/517 sequence or 519/520 sequence or 522 sequence with a grade of B- or better and second year MAT licensure candidate status.

EDUC 506: Teaching Adolescent Students

This course emphasizes the importance of developing special skills, competencies, and understanding for teaching middle school students. It includes middle-grade philosophy, curriculum, instruction, and methods; design and development of middle-grade lessons and programs; assessment coordination and referral of students to health and social services; and observation and participation in middle school classrooms. Prerequisites: Education 403/404 with a grade of B- or better and second year MAT licensure candidate status. Cross-listed as: EDUC 406

EDUC 516: Elem & Mid Schl-Literacy & Soc Stud

(Curriculum and Instruction in the Elementary and Middle School: Content-Area Literacy and Social Studies) This graduate seminar focuses on research-based content area reading practices and curriculum and instructional planning. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment, including data analysis and its use in instructional planning. Also stresses 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. Additional work aligned with the National Board for Professional Teaching Standards criteria will be required. This course must be taken concurrently with Education 517. Prerequisite: Education 403 and 404 with a grade of B- or better and second year MAT licensure candidate status.

Cross-listed as: EDUC 416

EDUC 517: Elem & Mid Schl-Math & Science

(Curriculum and Instruction in the Elementary and Middle School: Math and Science) This graduate seminar focuses on curriculum and instructional planning in math and science and how math and science curricula are organized for children at differing developmental levels and with various backgrounds. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment in math and science. Students will practice creating Teacher Work Samples that use data to plan instruction and help focus teachers on the impact of instruction on student learning. Also stresses principles of and practice for using various technological teaching tools. This course has fieldwork experiences in science, math, and technology instruction. Additional work aligned with the National Board for Professional Teaching Standards criteria will be required. This course must be taken concurrently with Education 516. Prerequisite: Education 403 and 404 with a grade of B- or better and second year MAT licensure candidate status. Cross-listed as: EDUC 417

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: Education 516/517 with a grade of B- or better. Cross-listed as: EDUC 418

EDUC 519: Secondary Curriculum & Instruct Dsgn

(Secondary Curriculum and Instructional Design) This graduate seminar focuses on the practical use of educational theory in the secondary 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, and classroom management. Students will conduct analyses of teaching theory and practice, create and analyze lesson design using a Teacher Work Sample 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. This course must be taken concurrently with Education 520 or 522. Prerequisite: Education 413 and 415 with a grade of B- or better and second year MAT licensure candidate status.

Cross-listed as: EDUC 419

EDUC 520: Discipline-Specific Secondary Curr

(Discipline-Specific Secondary Curriculum and Instructional Design) 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 a high school for 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 521: Secondary Student Teaching & Seminar

(Secondary 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 519/520 or 522 with a grade of B- or better.
Cross-listed as: EDUC 421

EDUC 522: Discipline-Specific K-12 Curriculum

(Discipline-Specific K-12 Curriculum and Instructional Design) 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 two clinical placements: one in a high school for observation hours and consultation with a field-based faculty mentor; and one in an elementary school for a practicum teaching experience with a mentor teacher and a college supervisor. 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.
Cross-listed as: EDUC 422

Requirements

MAJOR AND MINOR IN EDUCATION AND MINOR IN EDUCATIONAL STUDIES

The Department of Education offers a major in education for students interested in teacher licensure at the elementary (K-9), secondary (6-12), or K-12 levels. A minor in education is offered for students who have been accepted into the 3-2 MAT program. An interdisciplinary [educational studies minor](#) also is offered for those students who have a strong interest in educational issues but do not wish to complete a teacher licensure program at the undergraduate level.

A change in Illinois State Board of Education teacher licensure structure will take effect on September 1, 2015. This change will apply to current students who apply to the licensure program on or after September 1, 2015 and to all incoming students. Under the new structure, students will be able to select from the following endorsement options when applying to the Lake Forest College teacher licensure program:

- Elementary Education (Grades 1-6)
- Dual Elementary and Middle School Education (Grades 1-6; Grades 5-8)
- Dual Secondary and Middle School Education (Grades 5-8; Grades 9-12)
- K-12 Education: Art; Music; Spanish; and French

The Education Department will make any necessary changes to current course requirements to ensure alignment with the new licensure structure. Current and incoming students are encouraged to work closely with their academic advisors to create a plan for course enrollment leading to application eligibility for the desired licensure program.

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 GEC – 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 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 Courses

The following courses are required for majors in secondary/K-12 education:

- Education 210: Observing the School Process
- Education 215: Instructional Communication
- Choose 1 of the following:
 - Education / Philosophy 220: Philosophy of Education
 - Education / Sociology & Anthropology 244: Anthropology of Education
 - Education 239 / History 239: History of Education in American Society
- Education 313: Reading Methods in the Content Areas
- Education 314: Inclusive Learning Environments
- Education 315: Middle School Fieldwork
- Education 419: General Secondary Methods / Senior Seminar
- Education 420: Discipline Specific Secondary Methods / Senior Seminar (only for those seeking Secondary licensure)
- Education 421: Secondary Student Teaching
- Education 422 Discipline-Specific K-12 Curriculum and Instructional Design / Senior Seminar (only for those seeking K-12 licensure)
- Psychology 110: Introduction to Psychology
- Psychology 210: Developmental Psychology

The following courses are required for majors in elementary education:

- Education 210: Observing the School Process
- Education 215: Instructional Communication
- Choose 1 of the following:
 - Education / Philosophy 220: Philosophy of Education
 - Education / Sociology & Anthropology 244: Anthropology of Education
 - Education 239 / History 239: History of Education in American Society
- Education 303: Elementary Reading Methods
- Education 304: Elementary Fieldwork
- Education 312: Arts in the Learning Process
- Education 314: Inclusive Learning Environments
- Education 406: Teaching Adolescent Students (only for those seeking middle school endorsement)
- Education 416: Elementary Content Area Literacy and Social Studies Methods / Senior Seminar
- Education 417: Elementary Math and Science Methods / Senior Seminar
- Education 418: Elementary Student Teaching
- Physical Education 126: Concepts of Health Education
- Psychology 110: Introduction to Psychology
- Psychology 210: Developmental Psychology

Requirements for the Minor in Education

Only students who have been accepted into the 3-2 MAT program are eligible for the Education Minor.

6 credits:

- EDUC 210: Observing the Schooling Process
- PSYC 210: Developmental Psychology
- EDUC 215: Instructional Communication: Theory and Practice

- 1 of the following courses:
 - HIST/EDUC 239: History of Education in American Society
 - PHIL/EDUC220: Philosophy of Education
 - SOAN/EDUC 244: Anthropology of Education
- EDUC 403: Elementary Reading Methods (for elementary candidates)
OR EDUC 413: Reading Methods in the Content Areas (for secondary or K-12 candidates)
- EDUC 404: Elementary Fieldwork and Seminar (for elementary candidates) OR EDUC 415: Middle School Fieldwork and Seminar (for secondary and K-12 candidates)

Additional requirements:

- Student must be an officially admitted candidate in an elementary, secondary or K-12 teacher licensure program and in good standing at time of graduation.
- Students must have been accepted into the 3-2 MAT program.
- All courses must be completed with a B- or better and instructor's recommendation for continuation in the program.

Requirements for the Minor in Educational Studies

At least 6 credits

- 1 of the following courses:
 - Education 210: Observing the Schooling Process
 - Education 212: Education Reform in the U.S.
- 1 of the following courses:
 - Psychology 210: Developmental Psychology
 - Psychology 318: Psychology Applied to Education
- 2 of the following courses:
 - History 239: History of Education in American Society
 - Philosophy 220: Philosophy of Education
 - Sociology & Anthropology 244: Anthropology of Education
 - Education 215: Instructional Communication Theory and Practice
- 2 of the following courses:
 - Communication 420: Senior Seminar: Kids/Media/Culture
 - 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 450: Special Studies in Education (including the option for an approved internship)
 - English 232: The Teaching of Writing
 - 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

Stages of the Teacher Education Program at Lake Forest:

Students wishing to complete the teacher education program will complete four stages:

- [Becoming an education major](#)
- [Becoming a teacher candidate – entering the teacher education program](#)
- [Becoming a student teacher – application for student teaching](#)
- [Becoming a licensed teacher – application for recommendation for licensure](#)

Stage 1: Becoming an Education Major

- Meet with a faculty member in the Department of Education to:
 - declare the major
 - plan a tentative 4-year course of study to meet program requirements
 - learn about necessary state licensure exams
 - learn about other program requirements, including portfolio requirements

- Agree to allow the College to conduct a criminal background check for school security purposes. Students must successfully pass such a check to maintain the education major.
- Enroll in Education 210: Observing the School Process – introductory course in the major

Stage 2: Becoming a Teacher Candidate: Entering a Teacher Education Program

- Apply for entrance to the teacher education program – while enrolled in or after successfully completing Education 210 with a grade of B- or better (The course may be repeated only once to achieve this grade.)
- Passing the Test of Academic Proficiency mandated by the Illinois State Board of Education (or submission of necessary ACT/SAT scores)
- Submit materials to the Department of Education at the time of interviewing for program entrance
 - A copy of the student's Lake Forest College transcript that indicates:
 - A GPA of 2.75 or higher
 - A B- or better in Education 210
 - Successful completion of a portfolio of artifacts at Checkpoint #1 as described in the Developmental Portfolio Handbook
 - Evidence that he/she has adhered to the Lake Forest College Statement of Respect and Responsibility and has not violated any College policies in ways that call into question the candidate's readiness for teaching as outlined in the Identifying Characteristics of a Lake Forest College Educated Teacher. This will be demonstrated through the following materials collected by the Education Department:
 - Academic advisor's evaluation form
 - Dean of Students evaluation form
 - Education 210 instructor's positive recommendation
- Successfully pass an interview with members of the Department faculty. At the interview, students will be assessed on:
 - Seriousness of purpose/commitment
 - Oral communication skills
 - Academic skills including flexibility, maturity, and independence
 - Relevant experiences with targeted age group
- The Department Chair will invite majors to interview based on readiness for program entry. Readiness indicators include:
 - Grade point average
 - Performance in Lake Forest College courses required for education majors
 - Demonstrations of responsibility on campus, in the classroom, in field experiences, and in advising situations

To maintain teacher education program candidacy, students must continue to sustain the above requirements. Students will be exited from the program and will need to reapply if not all of the above requirements are sustained or if evidence is obtained that brings into question the candidate's readiness for teaching as articulated in the Identifying Dispositions of a Lake Forest College Educated Teacher.

Students must become candidates before they can enter the pre-student teaching fieldwork practicum courses (Education 304; Education 315) in any of the teacher education programs.

Stage 3: Becoming a Student Teacher: Application for Student Teaching

Teacher candidates who successfully complete (with a B- or better) required education department pre-student teaching fieldwork practicum and methods coursework (EDUC 215 and all 300 and 400 level courses) may apply for a student teaching placement. All other courses (including GEC requirements) applied toward licensure or designations must be completed with a grade of C or better. This application process must be completed within the first three weeks of the semester prior to the requested student teaching placement.

The following evidence must be presented by the Director of Clinical Partnerships to the Education Advisory Council:

- Fieldwork supervisor's recommendation for continuation in licensure program upon completion of pre-student teaching fieldwork practicum.
- Evidence of completion of content-area or second major course of study before student teaching.

- A transcript with a 2.75 GPA.
- Successful completion of a portfolio of artifacts at Checkpoints #2a and #2b as described in the Developmental Portfolio Handbook
- Passing score on secondary content-area or elementary content-area exam mandated by the Illinois State Board of Education.

The Education Advisory Council can ask for additional evidence such as recommendations from course instructors, cooperating teachers, college personnel or additional portfolio artifacts.

Following approval by the EAC, candidates will meet with the Director of Clinical Partnerships for further instructions on the placement process.

Stage 4: Becoming a Licensed Teacher: Application for Recommendation for Licensure

The Licensure Officer will recommend student teachers for Licensure when the following is completed:

- Application for License, including declaring citizenship and no felony charges,
- Successful completion of a portfolio of artifacts at Checkpoint #3 as described in the Developmental Portfolio Handbook
- Successful completion of the exit interview presentation (Checkpoint #4) as described in the Developmental Portfolio Handbook
- Passing grade in student teaching and supervisor's recommendation for licensure
- Passing the Assessment of Professional Teaching exam mandated by the Illinois State Board of Education.

For more details on course sequences and developmental checkpoints, see the Education Department Policies and Procedures Handbook and the Developmental Portfolio Handbook and the Education Major Planning Sheets.

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 chairperson of the Education Department. Appeals must be made in writing to the Education Advisory Council through the chairperson 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.

- Academic Calendar
- Admission Information
- Tuition and Fees
- Financial Aid
- Undergraduate Curriculum
- Academic Policies
- Undergraduate Programs
- Graduate Programs
- Directory

English

Faculty

[Davis Schneiderman](#)

Professor of English, Associate Dean of Faculty, Director of the Center for Chicago Programs

Areas of Study: American literature, American studies/Chicago literature and history, Remix/Mash-up culture, William S. Burroughs, innovative and avant literature

[Robert Archambeau](#)

Professor of English

Areas of Study: English literature, nineteenth-century literature, writing poetry

[Carla Arnell](#)

Associate Professor of English

Areas of Study: ancient and medieval literature, history of the English novel

[Joshua Corey](#)

Associate Professor of English, Chair of Print and Digital Media

Areas of Study: modern and contemporary poetry, creative writing, critical theory, Anglo-American modernism

[Judy Massey Dozier](#)

Associate Professor of English, Chair of African American Studies

Areas of Study: African American literature, gender studies, nineteenth-century American literature.

[Benjamin Goluboff](#)

Associate Professor and Chair of English

Areas of Study: American literature, nineteenth-century literature, literature and the environment

[Dustin Mengelkoch](#)

Assistant Professor of English, Chair of Medieval and Renaissance Studies

Areas of Study: ancient and early modern literature, neo-Latin, history of the book, literary criticism

[Tracy McCabe](#)

Senior Lecturer in English

Areas of Study: women's studies, writing

Natalie Kalich

Lecturer in English

Areas of Study:

[Rebecca Makkai](#)

Lecturer in English

Areas of Study: creative writing

Jennifer Stockdale

Lecturer in English

Areas of study:

Jump to:

[Course Descriptions](#)

[Requirements](#)

Jessica Berger
Lecturer in English

Areas of Study: creative writing

Kenneth C. Bennett
Professor of English, Emeritus

Areas of Study: Shakespeare

Richard Mallette
Distinguished Service Professor of English, Emeritus

Areas of Study: English literature, Renaissance studies

Bernice Gallagher
Director of Writing Programs, Emerita

Areas of Study: nineteenth-century American literature, creative writing

Course Descriptions

CWR 100: College Writing

Designed to enhance students' reading, writing, and reasoning strategies—and to build their confidence and enjoyment in college writing—this course requires critical response, careful analysis, and research-based argument. Through critical engagement with texts and writing processes, students will learn how to construct arguments to meet the challenges of academic and professional writing. This course is designed to improve students' writing habits, reduce anxiety associated with writing, and improve overall academic performance. (Does not meet GEC Humanities Requirement.)

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. Does not meet GEC Humanities Requirement.)

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. Meets GEC First-Year Writing Requirement.)

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.

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. Prerequisites: No prerequisites Corequisites: No corequisites

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.)

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. Cross-listed as: RELG 180

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. Cross-listed as: AMER 203

ENGL 204: Nineteenth Century American Lit

Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, and Twain. Topics of discussion include Emerson's influence on American culture, developments in American literary form, and themes of American community and nature. Cross-listed as: AMER 204

ENGL 205: Twentieth Century American Lit

Works of representative writers. Topics of discussion include American identity and the 'American dream,' developments in literary form, and the social and political values of modern literature. Cross-listed as: AMER 205

ENGL 206: American Environmental Lit

An historically organized survey of the various rhetorics through which nature has been understood by Americans from the Puritans to contemporary writers: the Calvinist fallen landscape, the rational continent of the American Enlightenment, conservation and 'wise use,' and preservation and 'biodiversity.' Cross-listed as: AMER 206, ES 206

ENGL 207: Literature of Place: Chicago

This course will examine Chicago history and literature by privileging its location. In other words, we will consider the city and its environs as central characters in the stories we study, moving through the history of the region with a narrative lens. This method will suggest the ever-changing character traits of Chicago as it develops from Pottawatomie war plain to fur trading post to early mercantile settlement to booming and (for a time) bustling metropolis. We will begin with accounts of the Joliet expedition along with narratives of early settlers to the region. Other readings will draw from classic works by Jane Addams, Theodore Dreiser, John Dos Passos, Richard Wright, and Saul Bellow, Thomas Pynchon, Joe Meno, and Stuart Dybek, among others. Additionally, these narratives will be read in the context of theoretical offerings in ecocriticism. Students should keep Friday afternoons free for a series of field trips, to be scheduled well in advance. Cross-listed as: ES 207, AMER 207

ENGL 210: Ancient and Medieval Literature

The origins of Western literary tradition traced through such classic figures as Homer, Virgil, and Dante. A survey of major English literary texts, culminating in Chaucer. (Meets GEC First-Year Writing Requirement.)

ENGL 211: English Literature I

The continuation of the Classics of Literature Sequence, focusing on such major figures as Shakespeare, Milton, Swift, and Pope seen against the developments and traditions of the two periods. Prerequisite: English 210, or permission of instructor.

ENGL 212: English Literature II

The third in the Classics of Literature Sequence, from the Romantics through Modernism, seen against the developments and traditions of the last two centuries. Prerequisite: English 210 and English 211, or permission of instructor.

ENGL 216: African American Literature I

A study of slave narratives and contemporary revisions. Includes works by Equiano, Douglass, Delaney, Jacobs, Morrison, Johnson, and Williams. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 216, AMER 216

ENGL 217: African American Literature II

An examination of narrative attempts before, during, and after the Harlem Renaissance to move from imposed stereotypes toward more accurate representations of African American experiences. Includes works by Chesnut, Du Bois, Hurston, Larsen, Hughes, Toomer, Baldwin, and Walker. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 217, AMER 217

ENGL 218: Blues Women in African Amer Lit

An analysis of the representation of 'blues women' and the music in writings by African Americans. Authors include Larsen, Hurston, Morrison, Wilson, Jones, and Walker. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 218, AMER 218, GSWS 218

ENGL 220: Shakespeare

Selected plays to show Shakespeare's artistic development; intensive analysis of major plays. Students who have taken English 221 or Religion 221 may not take 220.
Cross-listed as: THTR 236

ENGL 221: Literature and Medicine

This course will introduce students to literary narratives about illness, disease, and healing written by patients, physicians, and others. We will read texts that explore various aspects of this genre including: the interactions between patients and doctors; the naming of illness or disease and the attendant experience, evolution, and therapy; and interpretation by patient, doctor, and reader.

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*. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AMER 224, ASIA 224

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.

ENGL 227: The Literary Magazine in America

For well over a century, literary publishing in America has relied on constellation of magazines both large and small to cultivate and disseminate the work of poets and prose writers. Between 1912 - when Chicago's *Poetry* magazine was founded - and 1950, over 600 were begun, and by the end of the twentieth century that number grew into the thousands. What role did these magazines play in shaping our literary history? How do they continue to function in our own time alongside the internet and new media? What is their future? This course will guide students through the history, editorial process, and technology of literary publishing by focusing on the evolution of *Poetry* magazine and its past and present contemporaries. It will include

examination of historically significant archival materials as well as practical explorations of the day-to-day workflows of state-of-the art journal editing and publishing.

ENGL 228: Women Writing Women

This course will survey selected women writers, in diverse genres past and present, with a focus on American women in the 20th and 21st centuries. Writers may include: Muriel Rukeyser, Adrienne Rich, Maxine Hong Kingston, Louise Erdrich, Gloria Anzaldua, and Jamaica Kincaid, as well as women writing in recent genres like creative nonfiction, memoir, and transgender fiction. We will explore questions such as: Does the diversity of American women in terms of race, ethnicity, sexuality, and gender identification trouble the very concept of 'U.S. women writers'? What are ways that women have defined and undermined the concept of 'woman' in their writing? (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AMER 228, GSWS 228

ENGL 230: Hist Drama I: Greeks to Shakespeare

(History of Drama I: Greeks to Shakespeare to Moliere) This required course for theater majors examines the history of drama and theater from its origins in religious ritual of ancient Greece to the productions of Shakespeare's London and Moliere's Paris. In addition to in-depth study of plays, emphasis is placed on acting styles, production techniques, stage and auditorium architecture, and the socio-political milieu that formed the foundation of the theater of each culture and period. Offered yearly.
Cross-listed as: THTR 230

ENGL 232: The Teaching of Writing

ENGL 233: Performance Art

ENGL 234: Hist Drama II: Modern Contemporary

(History of Drama II: Modern and Contemporary) 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. 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.
Cross-listed as: THTR 231

ENGL 236: 20th Cent Theater: Musical Theater

A study of representative musical comedies, operettas, and related works that will provide topics for papers by students. Emphasis will be placed on relationship to political, social, and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are Show Boat, Oklahoma!, South Pacific, My Fair Lady, Hair, Jesus Christ Superstar, A Little Night Music, Sunday in the Park with George, and others.
Cross-listed as: AMER 236, MUSC 235

ENGL 240: Theater Criticism

An intensive course on reading and writing brief, journalistic play critiques designed to help theatergoers make informed consumer decisions. Attention to journalistic basics and issues of individual sensibility and taste. Class writings will be considered for campus publications. No prerequisites.
Cross-listed as: THTR 257

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: THTR 241, AFAM 241

ENGL 242: 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. Offered every other year.
Cross-listed as: THTR 270

ENGL 250: Contemporary Lit

This course will examine literary texts that address questions of ideology and the marketplace, and it will include diverse multicultural literary perspectives.

ENGL 252: Bookbinding for Artists and Authors

This course will provide a practical introduction to a variety of bookbinding techniques, from Japanese and pamphlet bindings to hard-cover case binding, in addition to portfolio and presentation box construction. Students will produce both unique books and small-run multiples of original literary and/or visual work, according to their curricular focus. Special emphasis will be placed on how the poetry, prose, drawings and prints students produce for this course can best be presented in the format of their handmade books. Prerequisites: No prerequisites Corequisites: No corequisites
Cross-listed as: ART 252

ENGL 253: Modern Irish Writers

A course in Irish fiction, poetry, and drama of the twentieth century, including works by Joyce, Beckett, Yeats, and Synge. We will explore questions of nationalism, language, and modernism in Irish literature and will consider the works in historical contexts.

ENGL 255: Dramaturgy

An introduction to the role of the dramaturg within the theatrical production process. Includes readings by and about dramaturgs and hands-on experience in the following areas of dramaturgical pursuit: evaluating new scripts; creating a production-specific 'protocol' (research compendium); analyzing and preparing a script for rehearsal; serving as an 'in-house critic'; collaborating with directors, designers, and actors; creating and running educational programs for school and adult audiences; rehearsal functions and decorum; documentation techniques.
Cross-listed as: THTR 255

ENGL 262: The History of the Book and Beyond

This course will investigate the links between new media and electronic writing and publishing in terms of the rich history of one of the modern world's most robust technologies: the printed book. Starting with the Gutenberg printing press and its revolutionary productions through a culture considerably abbreviated on the Kindle's e-screen, this course will ask this key question. Is the printed book really on its deathbed, and what, if anything, will emerge to take its place? This course will draw freely from the last seven centuries, making much, for instance, of texts such as Tristram Shandy's famous "marbled page" (individual to each volume), the Newberry Library's convict narrative bound in human skin, the popular Dante's Inferno video game, and the "twitterature" version of Moby Dick. This course has no prerequisites, but is suited best for students with some interest or experience in the literary tradition from 1450 to the present.

ENGL 290: Internship

The course presents an opportunity to read in a comparatist manner major novels which are of great interest both in their own right and as creative expressions of the symbolic, psychological and philosophical potential of the family and its generational fortunes as a novelistic theme. In addition to placing these works in their historical contexts and in the continuum of the early modern and modernist traditions of the genre, close readings and discussions will uncover the symbolic meanings and psychological, often philosophical insights that lead novelists to illuminate the family and its fateful variations as a metaphor for historical process and the constellation of determinants, social, ideological, political and otherwise, that contribute to their genesis. Possible readings include Flaubert, *Madame Bovary*; Bellow, *Herzog*, *Humboldt's Gift*; Dickens, *Great Expectations*; Eugenides, *Middlesex*; Faulkner, *As I Lay Dying*, *The Sound and the Fury*; Forster, *Howards End*; Mann, *Buddenbrooks*; Dostoevsky, *Brothers Karamazov*; Tolstoy, *Anna Karenina*; Hesse, *Narziss and Goldmund*; Marquez, *One Hundred Years of Solitude*; Kureishi, *Buddha of Suburbia*; Morrison, *Song of Solomon*; Smiley, *A Thousand Acres*; Steinbeck, *East of Eden*; Staples, *Parallel Time*; Franzen, *The Corrections*.

ENGL 302: John Donne

Literature of the earlier seventeenth century with close study of works by Donne, Herbert, Jonson, Burton, Browne, and others in the baroque tradition. Prerequisites: English 210 and 211.

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.

ENGL 305: Victorian Literature

Masterpieces of fiction, nonfiction, and poetry by Dickens, Tennyson, Browning, Carlyle, Arnold, Hardy, Wilde, and others. Prerequisite: English 212.

ENGL 306: 19th- and 20th- Century Novel

This course will explore the development of 'literary realism' within the English novel from its eighteenth-century origins, as represented by Richardson and Fielding, to subsequent experiments in this novelistic tradition by major nineteenth- and twentieth-century English novelists. In addition to Richardson and Fielding, the novelists to be studied may include Austen, Dickens, Gaskell, Eliot, Forster, Woolf, Lawrence, and McEwan. Prerequisite: Any 200-level English course or permission of instructor.

ENGL 307: Novel Origins

This course will focus on the beginnings of the novel in England, particularly its evolution and influence with regard to both internal and external literary forces (classical and contemporary) during the eighteenth and very early nineteenth centuries. Authors will include Cervantes and Sterne, and may include other authors ranging from Heliodorus to Burney, and Voltaire to Scott. Prerequisite: Any 200-level English course or permission of instructor. (Not open to students who have completed ENGL 333.)

ENGL 308: Renaissance Drama

Who were the other popular playwrights of Shakespeare's day? Have they been overshadowed by the Bard's fame? In this course we will discuss, watch films of, and stage scenes from the vibrant and stage-worthy plays of the late sixteenth and early seventeenth centuries in England, including the witty comedies of Jonson and Dekker, and the horrific tragedies of Kyd, Marlowe, Marston, Middleton, Tourneur, Webster, and Ford. The course will culminate in a discussion of the film *Shakespeare in Love*, which portrays playwrights, actors, managers, and other historical figures of the English Renaissance.

ENGL 309: The Chaucerian Tradition

This course will focus on Chaucer's *Canterbury Tales* by enabling students to read the work in its entirety. Students will explore the intellectual debates on marriage and women that Chaucer's tales engage; the religious and ethical framework of his tales (with special emphasis on Augustine and Boethius); his variations on the 'estates satire' tradition and his play with other popular medieval genres; and his transformation of continental literary sources (including source study of Boccaccio, Petrarch, and Jean de Meun/Guillaume de Lorris, among others). Prerequisite: English 210. (Not open to students who have taken ENGL 300: Medieval Studies: The Chaucerian Tradition)

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.)

ENGL 311: Hidden Chicago

(Hidden Chicago: Culture, Class, Conflict). This course will explore specific aspects of Chicago 'hidden' away, either deliberately or accidentally, as well as those simply effaced by time. To this end, we will look at 4 specific erasures that may include: 1) Fairs: The Colombian Exposition of 1893 (U of C and Jackson Park) and the 1933 Century of Progress Exhibition (Northerly Island); 2) Utopias and religious communities: the company town of Pullman and the early history of the Nation of Islam (and possible links to the jazz musician Sun Ra); 3) Public Housing and the Black Belt: The 'ghettos in the sky' that formerly dominated South State Street, and the period of black migration; the Chicago Defender; Richard Wright's novel *Native Son* and 4)

Popular Myths and Movements: the city before the 1871 fire, the Potawatomie fur-trading era, the 'pirate' of Streeterville, various 'vice' districts, gangland Chicago, the House Music movement, etc.

This field course will take students out of the classroom whenever possible. Or, put another way, the city shall be our classroom. The course texts will be both literary and historical in nature.

Cross-listed as: AMER 311

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 312, AMER 312

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. (Meets GEC Cultural Diversity Requirement.)

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.

ENGL 322: Modern Poetry

Major figures in English and American poetry of the twentieth century. Prerequisite: any 200-level literature course.

ENGL 323: LFC Press/&NOW BOOKS

This course will involve students in the work of Lake Forest College Press with particular focus on the biennial book, The &NOW AWARDS: The Best Innovative Writing. The course will focus on all stages of the editorial, production, and publicity process. The entire class will meet once per week, and students will engage in independent and small-group sessions with the instructor as they pursue practical, directed publishing-related projects. Prerequisite: Any one of the following: English 111, 112, 135, or permission of instructor.

ENGL 324: LFC Press: Plonsker Prize

This course will involve students in work of Lake Forest College Press/&NOW Books, focusing on the annual Madeleine P. Plonsker Emerging Writers' Residency Prize. Students will explore questions of literary quality through the robust analysis of course texts drawn from the prize's large applicant pool. These works-in-process suggest the possibilities for contemporary writing and publishing; students will learn how a winning manuscript may become a fully realized book, and will have the opportunity to directly influence this process. This course will not only allow students to become editors, but will also explore the larger context of what it means to edit, to judge, and to shape a literary text as the start of the winner's literary career. The entire class will meet once per week, while students also engage in small-group sessions with the instructor as they pursue practical, directed publishing-related projects that will inform the College's publishing initiatives. Prerequisite: Any one of the following: English 111, 112, 135, any twentieth-century-focused literature course, or permission of the instructor.

ENGL 325: Black Literature of the 60s

(Black Literature of the 60s and its Legacy.) A study of the literature produced by major participants in the Black Arts and Civil Rights movements, along with an examination of writings after the 60s to determine the legacy of the themes of protest and social change. Authors may include Amiri Baraka, Malcolm X, Martin Luther King Jr., Haki Madhubuti, Sonia Sanchez, Assata Shakur, Eldridge Cleaver, Gil Scott-Heron, Angela Davis, Tupac Shakur, Jay Z, M.K. Asante, Jr., Common, Ice Cube, Lupe Fiasco, among others. Prerequisite: English 217 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 325, AMER 325

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 and English 327 may not both be taken for credit.

ENGL 327: Comedy Writing

This course teaches the art of writing comedic sketches for both live theatre and film. The course will employ literary analysis combined with creative assignments, group discussions and individual conferences, along with workshops and guided revisions. Students will learn to brainstorm ideas, write dialogue, and understand elements of storytelling, while also creating political and social satire, physical comedy, parody, and other comedic forms. The course will provide regular opportunities to perform in front of audiences as part of the feedback/review process. Prerequisite: ENGL 135 or THTR 226 or permission of the instructor.

Cross-listed as: THTR 326

ENGL 328: Diasporan Writings

(Diasporan Writings from Contemporary Black Writers). This course presents stories by immigrants of African descent from throughout the Caribbean as well as African writers, and significant writings by American authors of African descent. These works will illustrate the scope and variety of aesthetic, cultural, and political concerns that have motivated the authors. Course may include Jamaica Kincaid, Edwidge Danticat, Michelle Cliff, Paule Marshall, George Lamming, Chimamanda Ngozi Adichie, Ngugi wa Thiong'o, Tsitsi Dangarembga, J. Nozipo Maraire, Edward P. Jones, Suzan Lori-Parks, Natasha Trethewey, Rita Dove, Walter Mosley, M. K. Asante.

Authors will vary with different semesters. Prerequisite: ENGL/AFAM 216 or 217 or permission of Instructor. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: AFAM 328

ENGL 336: British Women Writers

This course will focus on women writers in the British literary tradition, from the earliest roots of British women's writing in the Middle Ages to the proliferation of women novelists in the postmodern era. As an historical survey, this course will feature works seen as foundational in the rise of literary production by British women, with texts ranging from spiritual autobiography and lyric poetry to the political tract and novel. Through reading an array of historically and generically diverse literature, students in this course will explore three key topics: 1) how women writers negotiate questions of female authority, 2) how they define or re-conceptualize what it means to be a woman, and 3) how they reproduce or challenge economic, social, religious, and cultural constraints. Authors to be studied may include Margery Kempe, Julian of Norwich, Lady Mary Wroth, Aphra Behn, Mary Wollstonecraft, Anne Bronte, Virginia Woolf, Jeanette Winterson, and Zadie Smith. Prerequisites: Prerequisite: English 210, or permission of instructor.
Corequisites: None

ENGL 337: Women in Theater

(Meets GEC Cultural Diversity Requirement.)

ENGL 338: Renaissance Humanism

This course will examine how humanism evolved during the early modern period (1374-1667). Particular emphasis will be given to literature from France, Italy, Holland and Germany in the first half of the course; while in the second, we will concentrate entirely on literature from England. This approach will show how early modern English literature evolves in correlation with and correspondence to continental characteristics of humanism. In particular, we will explore the works of authors such as

Petrarch, Boccaccio, Erasmus, More, Luther, Rabelais, Montaigne, Calvin, Spenser, Nashe, Shakespeare, Bacon, Browne, Herbert, Vaughn, and Milton. Prerequisite: ENGL 211 or permission of the instructor.

ENGL 345: 19th Century American Novels

A seminar-style discussion of nineteenth-century American novels both outside and within the traditional canon. Topics to be examined will include the dynamic form of the novel, the schools of romance, realism, and naturalism, as well as themes of the city, American history, and American identity.

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. (Meets GEC Cultural Diversity Requirement.)

ENGL 351: Gender and Literature

This course examines the social practices, the economic/political environment, and the religious beliefs of the late nineteenth century. It shows how culture, history, and gender influenced women authors and their audiences. Authors include Alcott, Chopin, Gilman, Wharton, and others. (Meets GEC Cultural Diversity Requirement. Prerequisite: English 204.)

ENGL 360: Fiction Writing

An intermediate course in the craft of the short story. Group discussions and individual conferences. Prerequisite: English 135.

ENGL 361: Poetry Writing

An intermediate course in the craft of poetry. Group discussions and individual conferences. Prerequisite: English 135 or 235.

ENGL 362: New Media/Electronic Writing

The practitioner of new media and electronic writing is an author who combines human language and computer code to create new kinds of literary experience. Works of electronic literature can exceed the possibilities of print in their scale, dynamic variability, visual and temporal qualities, and attentiveness to the reader. The environment of the network (internet) also provides new opportunities for collaboration and sampling of found material. In this writing studio, we will survey varied forms of electronic literature including interactive hypertext / hypermedia, multi-user environments, codeworks, e-poetry, writing for virtual reality, and text-driven digital performance. Students will engage the potential of computational literature by creating original works using a variety of web-based programming languages taught in the weekly sessions. No previous programming experience is required. Students are required to have regular access to a laptop computer.

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 (à 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.

ENGL 365: Poetry and Nature

This course explores the long history of poetry and its relationship to the natural world, from its roots in Classical Asian and European poetry to its postmodern manifestations. Understanding the natural processes that

served as inspiration and subject matter of nature poetry will enrich student understanding of the poem as work of literature and also the poetry-writing process. If enrolled in ES 365, students will respond to the poems with literary and natural history analysis; if enrolled in ENGL 365, students will respond with their own poetry and creative writing. Prerequisite: One 200-level English course or 200-level Environmental Studies course. Cross-listed as: ES 365

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 as: ES 367

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.)

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.

ENGL 385: Topics 20th Cent: GLBT Voices

This class will study the recent flourishing of gay, lesbian, and transgender voices in theater. We'll look at various styles of activism and performance, from farce to realism, to camp/ drag, to 'queer' theater. Figures to be discussed include Charles Ludlam, Harvey Fierstein, Larry Kramer, William Hoffmann, Paula Vogel, Paul Rudnick, Tony Kushner, Jane Chambers, and Holly Hughes. (Cross-listed as THTR 235 and WOMN 235. Meets GEC Cultural Diversity Requirement.)

Cross-listed as: WOMN 235

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.

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.

ENGL 400: Herman Melville

An advanced seminar examining Melville's fiction and poetry in the context of nineteenth-century American culture. Readings will include *Typee*, *Moby Dick*, *Israel Potter*, and 'Battle Pieces.' Prerequisites: English 204 and significant progress in the Classics of Literature Sequence.

ENGL 401: John Milton

An intensive study of the poetry of Milton, with extended attention to *Paradise Lost*. Emphasis on the classical and Judeo-Christian context of Renaissance culture. Prerequisite: English 210 or 211.

ENGL 402: Chaucer

An advanced course including study of *The Canterbury Tales*. Emphasis on Chaucer's earlier masterpiece *Troilus and Criseyde* as well as his dream-vision poems. Prerequisite: English 210.

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 as: GSWS 403

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.

ENGL 440: Advanced Writing Seminar

An advanced course in which each student completes a Senior Writing Project (a portfolio of work in poetry, fiction, drama, or nonfiction prose), while interacting with Chicago in two distinct ways: 1) students will generate writing from the study of specific Chicago neighborhoods, and, 2) students will participate in the literary life of the city through attending and staging literary events. Group discussion and individual conferences. Intended for senior majors in the writing track. Prerequisites: (a) English 235; and (b) any 300-level writing course (English 330, 332, 360, 361, 363, or 364), or English 242/Theater 270. (Meets GEC Senior Studies Requirement.)
Cross-listed as: AMER 440

ENGL 450: Theory of Literature

Important critical modes and approaches to literature; an integrating experience for the senior major. (Meets GEC Senior Studies Requirement.)

Requirements

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 environment writing. We offer literature courses organized in various ways, focusing on historical periods, single authors, literary types, thematic issues, multicultural literature, and gender issues.

Requirements for the Major:

At least 10 credits

Literature Track

- Classics of Literature Sequence (must be taken in chronological order):
 - English 210: Ancient and Medieval Literature
 - English 211: English Literature I: The Renaissance and Eighteenth Century
 - English 212: English Literature II: The Nineteenth and Early Twentieth Centuries
- American Literature Sequence
 - 1 course from the 19th century or earlier
 - English 203: Early American Literature
 - English 204: Nineteenth Century American Literature
 - English 216: African American Literature 1
 - English 316: Voices of Reform: Nineteenth-Century African American Writings
 - English 345: Nineteenth-Century American Novels
 - 1 course from the 20th century or later
 - English 205: Twentieth-Century American Literature
 - English 206: American Environmental Literature
 - English 217: African American Literature II
 - English 218: Blues Women in African American Literature
 - English 224: Special Studies: Literature of the Vietnam War
 - English 228: Women Writing Women
 - English 250: Contemporary Literature
 - English 325: Black Literature of the 60s and its Legacy
 - English 326: Postmodernism
- 2 period courses chosen from:
 - English 220: Shakespeare
 - English 262: The History of the Book and Beyond
 - English 302: John Donne and His Contemporaries
 - English 304: The Romantic Period
 - English 305: Victorian Literature
 - English 306: 19th- and 20th- Century Novel
 - English 307: Novel Origins (formerly English 333 Rise of the Novel)
 - English 308: Renaissance Drama
 - English 309: The Chaucerian Tradition
 - English 310: The Arthurian Tradition
 - English 316: Voices of Reform: Nineteenth-Century African American Writings
 - English 321: Modern Fiction
 - English 322: Modern Poetry
 - English 331: The Enlightenment
 - English 336: British Women Writers
 - English 345: Nineteenth-Century American Novels
 - English 400: Herman Melville
 - English 401: John Milton
 - English 402: Geoffrey Chaucer
 - English 403: Emily Dickinson
 - English 404: W.B. Yeats
- At least 2 electives, only one of which 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: Ancient and Medieval Literature
 - English 211: English Literature I: The Renaissance and Eighteenth Century
 - English 212: English Literature II: The Nineteenth and Early Twentieth Centuries
- American Literature Sequence
 - 1 course from the 19th century or earlier
 - English 203: Early American Literature
 - English 204: Nineteenth Century American Literature
 - English 216: African American Literature I
 - English 316: Voices of Reform: Nineteenth-Century African American Writings
 - English 345: Nineteenth-Century American Novels
 - 1 course from the 20th century or later
 - English 205: Twentieth-Century American Literature
 - English 206: American Environmental Literature
 - English 217: African American Literature II
 - English 218: Blues Women in African American Literature
 - English 224: Special Studies: Literature of the Vietnam War

- English 228: Women Writing Women
- English 250: Contemporary Literature
- English 325: Black Literature of the 60s and its Legacy
- English 326: Postmodernism
- Writing Courses
 - English 135: Creative Writing (formerly English 235)
 - 2 of the following:
 - English 242 / Theater 270: Playwriting
 - English 252 / Art 252: Bookbinding for Artists and Authors
 - 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 (formerly English 332)
 - English 368: Advanced Nonfiction Writing (formerly English 330)
 - English 369: Professional Writing in the Digital Age
 - 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 (for those declaring the major from Fall 2012 onward) OR at least one elective (for those who declared the major beginning Fall 2010 and before the start of the Fall 2012 semester)
- 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: Ancient and Medieval Literature
- 2 of the following 4 options
 - English 211: English Literature I: The Renaissance and Eighteenth Century
 - English 212: English Literature II: The Nineteenth and Early Twentieth Centuries(prerequisite English 211)
 - 1 course from the 19th century or earlier
 - English 203: Early American Literature
 - English 204: Nineteenth Century American Literature
 - English 216: African American Literature 1
 - English 316: Voices of Reform: Nineteenth-Century African American Writings
 - English 345: Nineteenth-Century American Novels
 - 1 course from the 20th century or later
 - English 205: Twentieth-Century American Literature
 - English 206: American Environmental Literature
 - English 217: African American Literature II
 - English 218: Blues Women in African American Literature
 - English 224: Special Studies: Literature of the Vietnam War
 - English 228: Women Writing Women
 - English 250: Contemporary Literature
 - English 325: Black Literature of the 60s and its Legacy
 - English 326: Postmodernism
- 3 electives

Entrepreneurship and Innovation

Faculty

Jump to:

[Course Descriptions](#)

[Requirements](#)

[Davis Schneiderman](#)

Professor of English, Associate Dean of Faculty, Director of the Center for Chicago Programs

Areas of Study: American literature, American studies/Chicago literature and history, Remix/Mash-up culture, William S. Burroughs, innovative and avant literature

[Robert J. Lemke](#)

Professor of Economics and Business, Chair of the Entrepreneurship and Innovation Program

Areas of Study: microeconomic theory, industrial organization, econometrics, labor economics, mathematical economics

[Les R. Dlabay](#)

Professor of Economics and Business, Chair of Area Studies

Areas of Study: mass media/marketing research, Latin American global business, Asian business culture and trade relations, financial accounting

[Tracy Marie Taylor](#)

Associate Professor of Art, Chair of Digital Media Design

Areas of Study: design, computer imaging, digital photography, art

[Darlene M. Jaffke](#)

Assistant Professor of Business and Coordinator of Entrepreneurship and Innovation

Areas of study: business administration, marketing

David Borden

Lecturer in Entrepreneurship

Areas of study:

[Beth Clemmensen](#)

Lecturer in Economics and Business

Areas of Study: marketing

Course Descriptions

ENTP 120: Introduction to Entrepreneurship

This course introduces students to the world of entrepreneurship through the development of the entrepreneurial mindset. The focus will be on both starting a new business as well as on the advancement of entrepreneurial thinking within a large corporation. Students will analyze the entrepreneurial process of formulating, planning, and implementing new business ventures and opportunities from domestic and international viewpoints. Building upon these concepts, the financial aspects and issues confronting entrepreneurs will be analyzed in order to foster the development of sound financial plans and controls for the organization.

ENTP 345: Principles of Marketing Strategy

This course is designed to provide undergraduate students with a broad background on the nature and scope of marketing concepts used in business. Building upon these concepts, students will examine the process of developing the four elements of the marketing mix (product, promotion, price and place) and how marketing managers use these elements to gain competitive advantage in a global economy. The development of marketing related strategies and tactics used to identify, create and maintain satisfying relationships with customers that result in value for both the customer and the marketer will be analyzed leading to an understanding of the role

marketing plays within firms and society. Prerequisite: Sophomore standing.
Cross-listed as: BUSN 345

ENTP 346: Entrepreneurial Marketing

This project-based course focuses on marketing strategies that are relevant for new businesses or new product launches within a corporate setting. A broad overview of advertising development including account planning/research, the creative process, production, and media planning will be examined. Focus will be on print advertising, electronic media, digital interactive media, direct mail, and specialty advertising. Through the Entrepreneurial Marketing Analysis Project, students will have the opportunity to work with a local small business examining their current marketing and promotional strategies within the environment in which they are operating. Prerequisite: BUSN/ENTP 345.
Cross-listed as: BUSN 346

ENTP 350: Innovation & Small Bus Development

(Innovation, Franchising and Small Business Development) This course investigates the introduction of innovative product/service ideas with respect to new business start-ups, buyouts, and franchising. Small business development will be analyzed as competencies needed for initiating, growing, and managing small business ventures in varied for-profit, non-profit, and global settings. Course content explores the creative process as it applies to understanding the role of innovation as an inducement of economic security, compares franchise opportunities and options, and identifies the stages that small businesses move through while developing an understanding of effective entrepreneurial growth. Prerequisite: ENTP 120.

ENTP 360: Social Entrepreneurship

Social entrepreneurship is a cross-cultural and interdisciplinary practice that combines traditional business and finance principles with expertise from fields as diverse as agriculture, medicine, law, engineering, environmental studies and sociology. The efforts of social entrepreneurs attempt to address problems such as poverty, hunger, disease, pollution, illiteracy, and inadequate housing in developing areas of Africa, Asia, and Latin America. The result of these efforts is often a new business model for improved economic development and enhanced quality of life in a particular cultural setting. Strategic partnerships contribute to the success of such social enterprises through connections with government, non-governmental organizations (NGOs), relief agencies, microfinance institutions, and human rights groups in varied cultural settings. This course prepares students for a changing business environment through cross-cultural and interdisciplinary assignments including field interviews, team projects, and student-created videos. Prerequisite: FIN 210. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: BUSN 360

ENTP 370: Entrepreneurial Finance

Entrepreneurialism thrives in the U.S. and is essential to the country's economy with well over half a million new business ventures being launched each year. According to the U.S. Census Bureau, small businesses employ half of all private sector employees and have generated the majority of new jobs in recent years. It is likely that many of today's business college graduates will work at, finance, and possibly start-up new business enterprises. The objectives of the course include: (i) gaining an understanding of the new business venture process, (ii) examining the financial aspects of strategic and business planning, (iii) developing the tools for financial forecasting, and (iv) establishing a framework for business valuation—both from the entrepreneur's and investor's perspective. Prerequisites: FIN 210 or FIN 237, and BUSN 230.
Cross-listed as: FIN 370

ENTP 380: Entrepreneurial Ventures

This capstone course reviews how new businesses are started and develops an understanding of how to examine the viability of these new business ideas. Students will have the opportunity to work with a local entrepreneur through the City of Lake Forest incubator. Strategic thinking in an entrepreneurial context will be demonstrated as students put together an original business concept and complete a full business plan. Prerequisites: ENTP 345 and ENTP 350.

Requirements

MINOR IN ENTREPRENEURSHIP AND INNOVATION

No major is currently available.

Requirements for the Minor:

At least 6 credits, including 4 required courses:

- ENTP 120: Introduction to Entrepreneurship
- ENTP 345/BUSN 345: Principles of Marketing[^]
- ENTP 350: Innovation, Franchising and Small Business Development
- ENTP 380: Entrepreneurial Ventures

At least 2 electives, chosen from the following list, with at most one at the 100-level:

- ENTP 346/BUSN346: Entrepreneurial Marketing
- ENTP 360/BUSN360: Social Entrepreneurship
- ENTP 370/FIN 370: Entrepreneurial Finance
- ART 142: Digital Design Foundations
- ART 253: Graphic Design
- ART 370: Interactive Web Design
- CHIN 313: Chinese for International Affairs and Business
- CSCI 107: Introduction to Web Programming
- CSCI 270: Web Development
- ENGL 111: Introduction to Professional Writing
- ENGL 369: Professional Writing in the Digital Age
- FREN 320: French for International Affairs and Business
- LOOP 202: Professional Development in the 21st Century
- PSYC 208: Psychology of Career Development
- 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 and minors who also minor in Entrepreneurship and Innovation cannot count BUSN 345 Principles of Marketing toward their business major or minor as a 300-level elective.

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Environmental Studies

Faculty

Glenn Adelson

Associate Professor and Chair of Environmental Studies

Areas of Study: conservation biology and restoration ecology, conceptualizing biodiversity, literature and the environment

Brian McCammack

Assistant Professor of Environmental Studies

Areas of Study: American environmental history, American Studies, African American Studies, environmental justice

Susan Hoffmann

Lecturer in Environmental Studies

Areas of Study: environmental education, environmental conservation, youth leadership development

Jump to:

[Course Descriptions](#)

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Course Descriptions

ES 108: Environmental Chemistry

A working knowledge of most environmental issues facing us in the twenty-first century requires a modest understanding of some key geochemical principles. This course introduces geochemistry 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. The course will incorporate "field" experiences: visits to water quality and/or atmospheric laboratories, as well as local sampling and analysis. Students will be asked to collect and interpret their own data, as well as to test scientific explanations of environmental issues with simple models. (Meets GEC Natural and Mathematical Sciences Requirement.)
Cross-listed as: CHEM 108

ES 110: Intro to Environmental Studies

The environment is not only a natural place filled with trees and pandas, but a matrix in which all human economies and societies are embedded. Solving current environmental problems often involves closing feedback loops between political, social, and economic processes and the ecosystems from which they draw, and which they, in turn impact. For this reason, the scholarly study of environmental issues is inherently interdisciplinary, requiring a sophisticated appreciation not only of science, but also of the humanities and social sciences. This course is an introduction to the multifaceted and interdisciplinary nature of environmental problems and their solutions in today's world. It emphasizes field trips and scientific content, particularly related to understanding biodiversity and ecosystems. It also offers perspectives on environmental issues from the humanities and/or social sciences. Specific topics and content may vary with the professor(s). No prerequisites. Intended for students interested in pursuing the Environmental Studies major.

ES 116: Introduction to Geology

This course will launch participants into the study of Earth's physical history, from the creation of our planet to ways in which geologic processes occur all around us today. Students will learn to identify many different types of rocks, minerals, and fossils, explain the workings of plate tectonics, interpret ancient climates and environments by identifying a single rock, and understand how geologic processes have shaped the face of today's Earth and the life on it. Students will better understand the most important environmental and economic issues facing the world today—the formation, distribution, extraction, and effects of fossil fuels—and gain insight into water movement, access, and pollution. Students will be expected to take a dynamic role in the teaching of materials through presentations and in-class activities. Field trips, including a possible weekend field trip, will be a required part of the class. (Meets GEC Natural and Mathematical Sciences Requirement.)

ES 117: Geography and Demography

The most important issues facing the Earth and its people in the 21st century all have their basis in the geography of the planet, that is, the spatial distribution of land, water, languages, and economic activity. The course will address the following eight geographical concepts: the major forces driving population growth or decline; water scarcity, water pollution, and water management; food production and distribution systems; global flow of people, ideas, products, and resources; the drive toward urbanization and the response of cities to growth; global warming and the ways in which human activities in different regions contribute to greenhouse gas emissions; democratization, the history and current status of the form of government in different regions, how governmental form is tied to the geography; how gender roles influence societies in different regions. (Meets GEC Cultural Diversity Requirement.)

ES 203: Spring Flora of the Great Lakes

ES 203: 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. (Meets GEC Natural and Mathematical Sciences Requirement.) This Summer Session I course in 2014 will be held three mornings per week plus three field trips--Saturday, May 17 from 8am-5pm, Saturday, May 24 from 8am-5pm, and the entire 3-day weekend of May 30-June 1.

ES 204: Summer Flora of the Great Lakes

ES 204: 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. Prerequisites: No prerequisites. Corequisites: No corequisites. (Meets GEC Natural and Mathematical Sciences Requirement.)

ES 205: Prairie Flora of the Great Lakes

This course introduces students to the identification, systematics, evolution, ecology, and natural history of the prairie flora of the Western Great Lakes. This course is an extensive off-campus two-week field course in Illinois, Wisconsin, Michigan, and Indiana. 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. One-half credit. Additional fee will be assessed. No prerequisites. (Meets GEC Natural and Mathematical Sciences Requirement.)

ES 206: American Environmental Lit

An historically organized survey of the various rhetorics through which nature has been understood by Americans from the Puritans to contemporary writers: the Calvinist fallen landscape, the rational continent of the American Enlightenment, conservation and "wise use," and preservation and "biodiversity."

Cross-listed as: ENGL 206, AMER 206

ES 207: Literature of Place: Chicago

This course will examine Chicago history and literature by privileging its location. In other words, we will consider the city and its environs as central characters in the stories we study, moving through the history of the region with a narrative lens. This method will suggest the ever-changing character traits of Chicago as it develops from Pottawatomie war plain to fur trading post to early mercantile settlement to booming and (for a time) busting metropolis. We will begin with accounts of the Joliet expedition along with narratives of early settlers to the region. Other readings will draw from classic works by Jane Addams, Theodore Dreiser, John Dos Passos, Richard Wright, and Saul Bellow, Thomas Pynchon, Joe Meno, and Stuart Dybek, among others. Additionally, these narratives will be read in the context of theoretical offerings in ecocriticism. Students should keep Friday afternoons free for a series of field trips, to be scheduled well in advance.

Cross-listed as: ENGL 207, AMER 207

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?

Cross-listed as: PHIL 210

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.

Cross-listed as: PSYC 215

ES 216: Environmental Education

ES 216: Environmental Education. This course is based on the notion that an environmentally literate populace is important for a healthy and functioning society now and in future generations. With this in mind, this course provides students with an understanding of the environment, including natural history, biology, chemistry, and public policy, and equips them with the skills to pass this knowledge on to others in a variety of educational settings using a variety of methods. Just like the study of the environment, this course pulls from various disciplines in order to provide an introduction to environmental studies and environmental education. The course contains a service learning component that includes working with professional educators. Prerequisites: ES 110 or BIOL 220 Corequisites: No corequisites

ES 217: Troubled World Geography

Human catastrophes and environmental catastrophes are usually deeply interlinked. War, disease, slavery, earthquakes, tsunamis, climate instability, desertification, and deforestation have geographical correlates that we must recognize to understand their causes, consequences, and solutions. This course provides geographic literacy for understanding the political and environmental issues of the 21st century, issues based in geography—based, that is, in the spatial distribution of land, water, languages, and economic activity. We focus on the history of the world's hotspots by examining their climates, topographies, and proximities to politically and environmentally unstable places on the globe. This course examines theories of the relationship of human cultures to geography and suggests ways to recast such theories into modern forms. The troubled spots of the world that we examine include the Middle East, all of Africa, Indonesia, and much of the Americas. The relationship between human cultures and geography is present in all of our investigations. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

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. Prerequisite: ES 110 or permission of instructor.

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.

Cross-listed as: PHIL 225

ES 236: Environmental Politics and Policy

This course provides an overview of environmental politics and policy in the United States, with an emphasis on the ways in which policies are developed

and implemented at the local, state, and national levels. Special attention is paid to the diversity of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society, and the private sector. This course examines environmental politics and policy in the United States from the roots of environmental policymaking 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 environmental legislation we have today. No prerequisites.

ES 240: Religious Perspectives Environment

The current environmental crises rest on a layer of philosophical and religious assumptions that are currently being challenged. Are human beings the center of the universe? Is humankind's mandate to dominate nature? Does nature belong to human beings or do human beings belong to nature? This course will address the relationship of the divine and the human sphere of nature from various religious perspectives. Contemporary Judaic, Christian, and Islamic ecological visions and action programs will be considered. In addition, the course will include religious views and practices of certain native cultures of North and South America, the Australian aborigines, and African tribes as well as ecological perspectives derived from South and East Asian religious cultures. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 240

ES 260: American Environmental History

Introduction to the historical study of the relationship of Americans with the natural world. Examination of the ways that 'natural' forces helped shape American 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 American history, pre-history to the present.

Cross-listed as: HIST 232, AMER 261

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.

ES 263: American Cities

The changing functions, scale, and quality of urban society from the seventeenth century to the present. A historical framework for studying modern American metropolitan problems. Some fieldwork in Chicago.

Cross-listed as: HIST 235, AMER 263

ES 271: Technology & 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: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 271

ES 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. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: SOAN 273

ES 282: Lake Forestry

The subjects of Lake Forestry are the trees, forests, and prairies of the Midwest. You will learn the ecology of individual trees and other plants and

of the ecological assemblages of which they are a part. Also included in this course are forest and prairie history and the history of forestry, the relationship between forest and prairie ecosystems and urban and agricultural ecosystems, and current conservation and restoration efforts. All classes will be held outside. In 2015, there will be four mandatory weekend field trips: August 29 and September 12 throughout Lake County, September 25–27 to Northern Wisconsin, and October 16–19 (Fall Mid-Semester Break) to Southern Illinois. (Meets GEC Natural and Mathematical Sciences Requirement.)

ES 287: Sustainable Food Systems

Modern food systems have been shaped by complex political, economic, and ecological forces. This course will take a hands-on approach to examining the origins of these forces; understanding their effects on the environment, human health, and the economy; and considering alternatives to the prevailing system. Focusing on a practical as well as theoretical approach to food systems reform, students will participate in extensive hands-on learning in the campus garden, visit alternatives to conventional food production and distribution, and contribute to in-class debates and workshops. (Not open to students who have completed ES 289.)

ES 288: Botanical Imperialism

From corn and sugar cane to opium and nutmeg, from quinine and rubber to pineapples and potatoes, the desire for plant products and the subsequent movement of plants around the globe has been both a cause and a consequence of imperial expansion. This course will examine the impact that plants and their products have had on human political history. The desire for spices, medicines, and crops has driven, and continues to drive, the people and governments of more developed nations to subjugate the people and governments of other, less developed nations, usually with disastrous results. We will spend most class sessions outside the classroom: at the Chicago Botanic Garden, the Field Museum, and in Lake Forest's own vegetable garden. Students will be responsible for learning plant science—the morphology, evolutionary biology, and chemistry of the plants we study—in addition to the history and politics. No prerequisites.

ES 289: Biodiversity and Agriculture

Defining agriculture in the broad sense, to include fishing and animal husbandry, this course provides a foundation of knowledge of agricultural history and the present state of food production, distribution, and consumption. The course will include basic biology, concentrating on the diversity of plants and animals that have given rise to the crops in use today. We will also look at the changes in ecosystems caused by agriculture and the different types of new ecosystems that agriculture has given rise to. The relationship between agriculture and conservation will be an important theme in this class. The course will be interdisciplinary, with readings from biology, history, literature, law, economics, and politics. The experiential component to this course is critical, and students will visit the proposed campus agricultural initiative, local farms (City Farm, Angelic Organics), and the Chicago Botanic Gardens. To complement the local/place-based understanding, we will explore the origins of agriculture and farming in the developing world. (Not open to students who have completed ES 287.)

ES 315: Soc Ethics Energy Production & Use

Course description: 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 as: SOAN 315, PHIL 315

ES 316: Sustainable Energy

This course focuses on energy and the associated resources needed to sustain human life and prosperity. We examine existing and emerging energy technologies, addressing their environmental strengths and weaknesses, technical and economic viability and compatibility with evolving public and regulatory expectations. Among the technologies addressed are oil, gas, nuclear, hydroelectric, wind, geothermal, solar and ocean-based systems. The approach is quantitative and the course is suitable for those comfortable with science and mathematics, although calculus will not be required. (Meets GEC Natural and Mathematical Sciences Requirement.) Prerequisite: ES 220, BIOL 220, ES 271, or permission of instructor.

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 as: ENGL 332

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 as: ECON 340

ES 344: Chicago: The Food City

Food forms the basis for Chicago's cultural and economic success. From its efficient grid system to its waterway access, the city provided grain and livestock to the country by rail, barge, and truck for much of the nineteenth and twentieth centuries. In the twenty-first century, new issues challenge national and global food systems, and Chicago stands at the forefront of innovation regarding them. This course covers the history, geography, economics, and environmental impact of food production, distribution, and consumption. We will highlight the following: population distribution, water management, food technology, transportation and storage costs, civic governance, local and regional sustainability, job creation, food deserts, urban farming, ethnic food distribution, and community development. An emphasis will be placed on how differential access to or impact of each of these factors is influenced by ethnicity, income, and education of the citizens. Prerequisite: Environmental Studies 110 or permission of instructor.

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. (Meets GEC Natural and Mathematical Sciences Requirement.) Prerequisite: Biology 220. Credit: one Lake Forest College credit.

ES 358: Amer Environmnt in Great Depression

(American Environment During the Great Depression). This course explores the many ways Americans 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, we use interdisciplinary approaches (including literary, historical, sociological, and visual media studies methods) to 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 American 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. (Meets GEC Cultural Diversity Requirement.)

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.

ES 362: Political Ecology

Political ecology examines the politics of the environment, exploring ways politics affects the environment and, conversely, the environment politics. This course expands our understanding of politics to examine the roles of human and non-human political actors in environmental change, environmental knowledge acquisition and dissemination, and environmental inequalities. With global inequality as a central concern, we consider topics such as global "villagization" in Tanzania, development projects in India, agrarian reforms in the global south, and effects of land loss on Cajuns, Native Americans, and African-Americans in Southern Louisiana. We also look carefully at the concept of agency and explore how much it is possible to expand our notions of agency to non-human environmental entities, such as animals, plants ecosystems, and genes. Possible topics include cows, cotton, the Mississippi River, and carbon. Prerequisite: Any 200-level course in ES, ENGL, PHIL, or POLS. (Meets GEC Cultural Diversity Requirement.)

ES 363: Apocalypse in PostWWII Amer Envrnmt

(Apocalypse and Fear in the Post-WWII American Environment.) One dominant strain of the post-World War II American environmental imagination 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 American environmental consciousness, including the specter of atomic annihilation, the anti-eco-toxics and environmental justice movements, food security, and climate change. Texts and methodological approaches are literary, historical, anthropological, and sociological. Prerequisite: Any 200-level ES or Hist course.

ES 365: Poetry and Nature

This course explores the long history of poetry and its relationship to the natural world, from its roots in Classical Asian and European poetry to its postmodern manifestations. Understanding the natural processes that served as inspiration and subject matter of nature poetry will enrich student understanding of the poem as work of literature and also the poetry-writing process. If enrolled in ES 365, students will respond to the poems with literary and natural history analysis; if enrolled in ENGL 365, students will respond with their own poetry and creative writing. Prerequisite: One 200-level English course or 200-level Environmental Studies course. Cross-listed as: ENGL 365

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 as: ENGL 367

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.

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.

ES 376: Animal Conservation

(Animal Conservation: Ecology, Behavior, and Genetics) This course examines the conservation of biodiversity – genes, species, ecosystems, and the interactions between them – through the lens of animals, and large animals in particular. Elephants, whales, rhinos, giraffes, gorillas, and bison are among the groups of animals studied. Feeding and mating ecology, mutualisms and parasitisms, and the particular behavioral and genetic problems of small population sizes are the key concepts applied to each of these groups. Political, agricultural, and socio-economic barriers to conservations are also examined. Prerequisite: ES 220.

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 as: BIOL 384

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.

ES 393: Research Project

ES 481: Biological & Social Life of Paper

This course explores the historical origins of paper; the biological organisms - cotton, linen, trees - we get paper from; the environmental effects of the production, use, and disposal of paper; and the cultural meaning of paper. We will follow paper from cradle to grave, cutting a tree and making paper ourselves, and learning to recycle paper. We will consider the pros and cons of a 'paperless future.' We will visit a plantation grown for paper-making, a paper-making factory, and the Newberry Library. We will also consider the history, production, circulation, and use of paper in the social production of knowledge, the shared imagination of value, and the mutual relations of consumers and commodities. There will be a semester-long 20-25 page research paper. Each student will be expected to lead one class session based on his or her research-paper topic.

ES 482: 2010 Blowout in Gulf of Mexico

This course explores many aspects of the 2010 ecological disaster in the Gulf of Mexico, including the geology of the Gulf, the engineering techniques used to drill for oil and gas, uses of and possible substitutes for oil in the past, present and future, the environmental problems created by oil spills and the various cleanup and remediation techniques used, the effect of the leak on oil markets, and comparisons to other oil spills (notably those in Nigeria). Students will spend their fall break at sites along the Gulf, observing the effects of the leak and participating in cleanup efforts. Each student will choose a semester-long research project and be responsible for leading a class session based on their project as well as submitting a significant paper summarizing their research and conclusions.

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 will address 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 a Spring Break trip down the Mississippi to New Orleans, as well as shorter field trips around the Chicago area.

ES 493: Research Project

Requirements

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 eleven credits is required. A cumulative average of a C or better must be maintained across all courses used to fulfill the major

Required (not necessarily in this order):

1. Introduction to Environmental Studies (ES 110)
2. Introduction to Chemistry (Chem 115) **or** Environmental Chemistry (Chem/ES 108)
3. Evolution, Ecology, and Environment (ES 220) **or** Ecology and Evolution (Bio 220)
4. Introduction to Probability and Statistics (Math 150) **or** Reasoning & Statistical Inference (Bio 150) **or** Quantitative Methods for Economics and Business (Econ 180) OR ECON/BUSN/FIN 130 Applied Statistics
5. 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)
6. Economics 210 (Microeconomic Theory) **or** Environmental Politics and Policy (ES 236) **or** any Politics course at the 200 level or above
7. Senior Studies Requirement in Environmental Studies. Senior Seminar Courses are offered each year. The Senior Studies requirement can be satisfied by completing either the Senior Seminar **or** by completing a Senior Thesis. The requirement may also be met by the completion of an Independent Research Project with the prior approval of the Program chair.

Additional requirements:

Four elective courses from the lists of elective courses below; at least one must be from each group, and at least two must be 300-level or above.

Group 1 (Natural 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 (Bio 221)
- Organic Chemistry I (Chem 220)
- Organic Chemistry II (Chem 221)
- Lake Forestry (ES 282)
- Biochemistry (Chem 300)
- Sustainable Energy (ES 316)
- Animal Physiology (Bio 340)
- Developmental Biology (Bio 342)
- Animal Behavior (Bio 344)
- Ecology (Bio 370)
- Community Ecology (Bio 373)
- Conservation Biology (Bio 375)
- Animal Conservation (ES 376)
- Tropical Ecology and Conservation (Bio 380)
- Plant Biology (Bio 384)
- Evolution (Bio 389)

- Plant and Animal Interactions (Bio 483)
- Biological Implications of Climate Change (Bio 487)

Group 2 (Humanities and Social Sciences)

- American Environmental Literature (Engl 206)
- Literature of Place: Chicago (ES 207)
- Environmental Ethics (ES 210)
- Environmental Psychology (Psyc 215)
- Environmental Education (ES 216)
- Troubled World Geography (ES 217)
- Philosophy of Science (Phil 225)
- Environmental Politics and Policy (ES 236)
- Religious Perspectives on Environmental Issues (ES 240)
- American Environmental History (ES 260)
- American Cities (ES 263)
- Technology and Human Values (ES 271)
- Cultural Ecology of Africa (Soan 273)
- Sustainable Food Systems (ES 287)
- Biodiversity and Agriculture (ES 289)
- The American West (Hist 310)
- The Social Ethics of Energy Production and Use (ES 315)
- Environmental Sociology (Soan 316)
- Landscape and Representation (Art 320)
- Sight, Site, Insight (Art 322)
- Environmental and Natural Resource Economics (ES 340)
- Chicago: The Food City (ES 344)
- American Environment During the Great Depression (ES 358)
- Environmental Law (ES 361)
- Political Ecology (ES 362)
- Apocalypse and Fear in the Post-WWII American Environment (ES 363)
- Poetry and Nature (ES 365)
- Environmental Writing (ES 367)
- Endangered Species and Endangered Languages (ES 368)
- Who Speaks for Animals? (ES 387)

ES 210, 240, 368, and 387 cannot be double-counted for both Requirement 5 and Group 2.

ES 236 cannot be double counted for both Requirement 6 and Group 2.

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. Environmental Studies 110 is required.

2. Take the following Natural Science courses:

One of the following:

- World Thirst for Energy (Chem 107) **or** Foundations of Chemistry (Chem 114)
- Environmental Chemistry (ES 108)
- Chemistry I (Chem 115)

- Biochemistry (Chem 300)
- Sustainable Energy (ES 316)
- Inorganic Chemistry (Chem 340)

One of the following:

- Spring Flora of the Great Lakes (ES 203)
- Summer Flora of the Great Lakes (ES 204)
- Prairie Flora of the Great Lakes (ES 205)
- Evolution, Ecology, and Environment (ES 220) or Ecology and Evolution (Bio 220)
- Lake Forestry (ES 282)
- Ecology (Bio 370)
- Community Ecology (Bio 373)
- Conservation Biology (Bio 375)
- Animal Conservation (ES 376)
- Plant and Animal Interactions (Bio 483)
- Biological Implications of Climate Change (Bio 487)

3. Take any three of the following Social Science and Humanity courses:

- Geography and Demography (ES 117)
- Literature of Place: Chicago (ES 207)
- Environmental Ethics (ES 210)
- Environmental Psychology (Psyc 215)
- Environmental Education (ES 216)
- Troubled World Geography (ES 217)
- Philosophy of Science (Phil 225)
- Environmental Politics and Policy (ES 236)
- Religious Perspectives on Environmental Issues (ES 240)
- American Environmental History (ES 260)
- American Cities (ES 263)
- Sustainable Food Systems (ES 287)
- Biodiversity and Agriculture (ES 289)
- Technology and Human Values (ES 271)
- The American West (Hist 310)
- The Social Ethics of Energy Production and Use (ES 315)
- Environmental Sociology (Soan 316)
- Landscape and Representation (Art 320)
- Sight, Site, Insight (Art 322)
- Environmental and Natural Resource Economics (ES 340)
- Chicago: The Food City (ES 344)
- American Environment During the Great Depression (ES 358)
- Environmental Law (ES 361)
- Political Ecology (ES 362)
- Apocalypse and Fear in the Post-WWII American Environment (ES 363)
- Poetry and Nature (ES 365)
- Environmental Writing (ES 367)
- Endangered Species and Endangered Languages (ES 368)
- Who Speaks for Animals? (ES 387)
- Environmental Studies Capstone Seminar (ES 483)
- Internship with an approved environmental focus

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Ethics Center

Faculty

[Louis G. Lombardi](#)

Professor and Chair of Philosophy, Chair of Social Justice Studies, Director of the Ethics Center

Areas of Study: ethics, political philosophy, Greek thought

[Les R. Dlabay](#)

Professor of Economics and Business, Chair of Area Studies

Areas of Study: mass media/marketing research, Latin American global business, Asian business culture and trade relations, financial accounting

[Amanda Felkey](#)

Associate Professor of Economics and Business

Areas of Study: household economics, behavioral economics, development economics, quantitative methods, microeconomic theory

[Rui Zhu](#)

Associate Professor of Philosophy

Areas of Study: Asian and comparative philosophy, Plato, philosophy of mind

[Daniel Hanna](#)

Assistant Professor of French and Spanish, Chair of Latin American Studies

Areas of Study: French literature, literature in translation

[Daw-Nay R. Evans Jr.](#)

Assistant Professor of Philosophy

Areas of Study: nineteenth- and twentieth-century European philosophy, ancient Greek philosophy, Africana philosophy

Jump to:

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Course Descriptions

ETHC 118: Comparative Religious Ethics

An introduction to the sources and patterns of moral reasoning within the traditions of Christianity, Islam, Judaism, and Buddhism, by comparing arguments from each tradition on issues of sexuality and the ethics of war and peace. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 118

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. Note: This course earns .5 credits. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 250, RELG 221

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. Note: This course earns .5 credits. No Prerequisites. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: GSWS 252

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 will begin with a consideration of some of the ways artists in the past approached social and political concerns. We will 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 will 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.

Cross-listed as: ART 261

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.

Cross-listed as: PHIL 276

ETHC 277: Social Justice versus Freedom?

Examination of the perceived tensions between efforts to promote social justice and guarantees of individual freedom. Theoretical debates will be linked to practical issues, such as promotion of free markets versus government social programs and questions of government's legitimate role on personal issues, such as providing for gay marriage. Efforts to seek common ground will be explored. No prerequisites.

Cross-listed as: PHIL 277

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.

Cross-listed as: HSEM 290

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.

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. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: EDUC 320, SOAN 344

ETHC 340: Equity & Social Justice in Educ

ETHC 340: Equity and Social Justice in Education

This course intends to examine notions of 'equity' and 'social justice' in the context of three aspects of education: the historical founding of U.S. schools on oppressive ideals; the ways in which race, gender, and sexual orientation affect and disrupt one's experiences of schooling; and the evolution of the efforts to work against these phenomena within the field of education. The course will explore equity and social justice from a variety of perspectives and through different texts, including analytical journal articles and personal narratives. Readings and discussions will be based heavily on the local world of public education as a microcosm of these issues as they have played out nationally and internationally. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: EDUC 310

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.
Cross-listed as: PHIL 352

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First-Year Studies

Faculty

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[Course Descriptions](#)

[Cynthia T. Hahn](#)

Professor of French

Areas of Study: French language; Francophone literature of Quebec, Africa, and Lebanon; French literature of the nineteenth and twentieth centuries; translation; business French; French film

[Donald Meyer](#)

Professor of Music

Areas of Study: music history, music theory, film music, electronic music, music composition.

[Janet McCracken](#)

Professor of Philosophy, Chair of Self-Designed Major

Areas of Study: aesthetics, history of philosophy, gender studies, film

[Matthew R. Kelley](#)

Professor of Psychology, Chair of Neuroscience

Areas of Study: cognitive psychology, learning and memory, research methods and statistics

[Les R. Dlabay](#)

Professor of Economics and Business, Chair of Area Studies

Areas of Study: mass media/marketing research, Latin American global business, Asian business culture and trade relations, financial accounting

[Shubhik DebBurman](#)

Professor of Biology

Areas of Study: cell biology, molecular biology, neurobiology, biochemistry, pharmacology, biology of human disease

[Linda Horwitz](#)

Associate Professor of Communication

Areas of Study: feminist rhetoric, history of rhetoric, American public address

[Carla Arnell](#)

Associate Professor of English

Areas of Study: ancient and medieval literature, history of the English novel

[Joshua Corey](#)

Associate Professor of English, Chair of Print and Digital Media

Areas of Study: modern and contemporary poetry, creative writing, critical theory, Anglo-American modernism

[Benjamin Goluboff](#)

Associate Professor and Chair of English

Areas of Study: American literature, nineteenth-century literature, literature and the environment

[James Marquardt](#)

Associate Professor of Politics, Chair of International Relations

Areas of Study: American politics, international relations

Nicholas L. Wallin

Associate Professor and Chair of Music

Areas of Study: conducting, music theory

Catherine Benton

Associate Professor and Chair of Religion

Areas of Study: history of religions, Asian religions, cross-cultural studies

Rachel Ragland

Associate Professor and Chair of Education

Areas of Study: secondary education

Miguel de Baca

Associate Professor of Art History, Chair of American Studies

Areas of Study: America, modern, and contemporary art history

Fatima Z. Rahman

Assistant Professor of Politics, Chair of Islamic World Studies

Areas of Study: comparative politics, Middle East politics, Islam and politics

Enrique Treviño

Assistant Professor of Mathematics

Areas of Study: number theory, analytical and computational number theory

Kent Grote

Assistant Professor of Economics and Business

Areas of Study: finance, investment analysis, industrial organization

Benjamin Zeller

Assistant Professor of Religion

Areas of Study: North American religions, Christianity, religion & culture

Chad McCracken

Assistant Professor of Philosophy and Politics

Areas of Study: philosophy of law, political philosophy, analytic philosophy, history of philosophy

Elizabeth W. Fischer

Senior Lecturer in Chemistry

Areas of Study: natural science, organic chemistry, biochemistry

Amy Abe

Senior Lecturer in Chemistry and Physics

NMR Consultant

Lia Alexopoulos

Lecturer in Art

Areas of Study:

Randall Iden

Lecturer in Communication

Areas of Study: rhetoric of economics, argumentation theory, classical rhetoric

Course Descriptions

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.

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 organize a Brain Awareness Week on campus and do outreach at elementary schools to teach what you learn to young children. While the course is intended for any serious student interested in mind mysteries, it will be of particular value for those planning natural science majors, biomedical/health professions, or a combination of biology and psychology. One year each of high school biology and chemistry is required.

FIYS 109: The Future

In the fall of 2015, according to the 1989 film *Back to the Future Part II*, Americans would be traveling in hovercars, wearing self-lacing sneakers, scooting around on hoverboards, and—most improbably—celebrating the victory of the Chicago Cubs in the World Series. Predicting the future is clearly difficult. So-called experts in various fields have routinely failed to accurately predict events such as the housing bubble of 2007, weather catastrophes, the outcome of political races, whether bridges can withstand stress loads, pandemics, and so on. Yet, to be human is to make predictions. In this course, we will explore the ways people have tried to see into the future, both on a mundane and a profound level. Examining fields across the liberal arts curriculum, we will assess the quality of these predictions and ultimately make predictions of our own, to be placed in a time capsule for our future amusement.

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.

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.

FIYS 130: The Science of Cooking

Since 1992, the term molecular gastronomy has become part of understanding the world's cuisine. This course will examine the chemistry

and physics of cooking, and the physiology of taste and flavor. We will 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 will 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 will work with a chef to perform experiments to elucidate the theory we will be studying.

FIYS 132: The Birth of Chicago's Museums

(The Birth of Chicago's Museums 1893-1933). The World's Columbian Exposition of 1893 brought tens of millions of visitors to Chicago - an extraordinary achievement for a city that only two decades earlier had been nearly obliterated by fire. Thus Chicago claimed its place as a world-class city, economically and culturally. In 1933, Chicago hosted its second - and final - world's fair, A Century of Progress, which drew nearly twice as many visitors as its predecessor. The intervening years saw the great growth and establishment of many of Chicago's most important museums, including the Museum of Science and Industry, the Adler Planetarium, the Field Museum of Natural History and the Art Institute of Chicago. This class will examine the circumstances that gave rise to Chicago's museum-building boom, and study the histories and rich holdings of some of these institutions as well as their contributions to the city. Field trips to Chicago will permit students to study and analyze museum collections and archives first-hand. 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.

FIYS 133: The Great War

World War I (1914-1918) is a historical milestone. It marked the end of the "old world order" and unleashed complex forces of political, economic and social change, the effects of which are still being felt today. What caused World War I? How did political, diplomatic and military issues affect the conduct of the war in Europe? What is the legacy of the "Great War"? The course examines the complex forces and events that compelled the European powers to take up arms against one another. It also explores opposition to the war among pacifists, conscientious objectors, suffragettes and socialists.

FIYS 138: Understanding Islam

The September 11 attacks brought Islam to the forefront of policy discussions, media, and popular culture. A religion that most Americans knew little about was now the focus of discussions across America, and Americans were raising important questions: What role did Islam play in motivating the attackers? Why do they hate us? What is jihad? Does Islam advocate violence? How are non-Muslims regarded in Islam? This course introduces students to the theological and political teachings of Islam and examines contemporary discourse about Islam. Beginning with the emergence of Islam, students will study its shared Abrahamic roots with Judaism and Christianity. The course will also examine the basic principles or pillars of Islam, focusing on the practices of Muslims across the world. After studying the historical theology, the course examines doctrinal ideas that have become politicized such as Shari'a law, the caliphate, and jihad.

FIYS 142: Dostoevsky and the Russian Novel

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.

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.

FIYS 149: Chicago Global-Local Microfinance

This course considers the financial activities of the three billion 'unbanked' people around the world, those who lack access to formal banking services. By providing loans as low as \$35, entrepreneurs are able to improve the household income as well as give unbanked people opportunities for better schools, improved health care, and healthier diets. From a Chicago perspective, microloans for local entrepreneurs result in business start-ups, expanded employment, and improved community development. Microfinance means more than loans; it comprises a portfolio of financial services that includes savings, insurance, transfers of funds, micro-franchising, and training for business operations and financial literacy. Through field visits, interviews, speakers, and videos, students will research ethnic areas of Chicago to propose creative financing for practical solutions to social problems. The course will prepare students for a changing business environment through cross-cultural and interdisciplinary assignments, team projects, and student-created video presentations.

FIYS 152: Chicago 1968

The Democratic National Convention held in Chicago in 1968 was the climax of a social upheaval that had been building since the end of World War II. The chaotic scene, both inside the Chicago Amphitheater and in the streets and parks of the city, reflected the deep divisions in the US during this very tumultuous period in American history: the war in Vietnam was escalating, and Martin Luther King, Jr. and Robert Kennedy had both been assassinated that spring. In addition, Chicago was a point of intersection for social protest, politics, and the media that gave rise to a new age of message and image creation. The protesters chanted, 'The whole world is watching,' but what exactly was the world watching? In this course, we will develop a context in which to consider the Convention, the protests and the subsequent high-profile trial of the alleged instigators, the Chicago Seven.

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.

FIYS 168: Global Cultures: Chicago and Beyond

Is the world getting smaller? Will increased cultural mixing and homogenization eventually make cultural differences a thing of the past? Or will resistance to cultural change provoke greater conflict and stronger cultural identification? In this course we will examine the accelerating trend of cultural globalization through the lens of cultural encounters and their impact on changing perceptions of identity, particularly in Chicago. Other global cities, such as New York, Shanghai, Beirut, and Paris, will provide further examples of shifting cultural associations and new ways of constructing social identity. Excursions to Chicago will enhance our discussions of the critical essays, literature and films we'll study, all pertaining to Chicago's historical and current cultural influences of various Latino, African American, Chinese and French-speaking groups. Guest speakers with different perspectives on globalization will help us to construct a wider vision of this trend and envision potential future scenarios such as increased cultural hegemony, balkanization, hybridity, integration, and assimilation.

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.

FIYS 176: Rhetoric and Citizenship

What does it mean to be a citizen? What do we mean by that term? Since the time of the Greeks the study of rhetoric has focused on the concept of citizenship, while western education's explicit purpose has traditionally been to create educated, engaged, and eloquent citizens. Contemporary rhetorical scholarship uses rhetorical tools to analyze and critique normative foundations of citizenship and national identity. While paying attention to Greek and Roman notions of citizenship, this course will examine rhetorical and scholarly texts on the meaning, construction, communication and critique of citizenship in the United States. In particular we will look at the role voting, dissent, and patriotism play in understanding citizenship.

FIYS 178: Saints and Sinners: Chicago

Using film, literature, and field research at religious sites, this course looks at religious life in twenty-first century America. Students explore the contemporary practice of religion, from prayer and traditional rituals to yoga and meditation, while studying three religious traditions with established communities in the Chicago area. In addition to field trips, participants view award-winning popular films that address questions of religious identity, bigotry, and conflicting interpretations of spirituality. To gain a fuller appreciation of contemporary practice, the course includes visits to a mosque, a Christian church, and a Hindu temple.

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.

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.

FIYS 189: Public Sculpture in Chicago

This course is devoted to a first-hand examination of public sculpture in Chicago and its suburbs. Using intensive field study with photographic documentation, background readings and research, group discussions, individual research-based and analytical writings, and the development of an original public sculpture proposal, students will gain insight into the factors involved in the ideation, planning, funding and execution of public sculpture in urban and suburban venues. The class will tackle problems of community

interest, artistic invention and intervention, accessibility, patronage, 'name-branding,' and symbolism 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. 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.

FIYS 190: Exploring Adolescence: Then and Now

(Exploring Adolescence: The Role of Chicago School Experiences Then and Now). Adolescence is a time of transitions shaped by the context of the experience. We will examine how adolescents develop with a focus on the challenges of the high school experience. Specifically, we will focus on the context of the Chicago public school experience and its impact on adolescent development as it existed both at the turn of the last century and today. To explore the contemporary situation, students traveling as a group will visit and conduct a series of observations at a Chicago high school. The class will develop a research question that can be compared to the past; this will be investigated and the data collected will be analyzed to form a case study. Students will work collaboratively as a research team to explore these questions, and they will use background knowledge and critical thinking skills to discuss the conclusions and implications of the research question.

FIYS 192: Stars: Black Holes, Dark Cosmos

Are you curious about what is known and what is yet undefined in the realm of black holes, dark matter, dark energy, and other stuff of the Universe? What leads to the patterns of stars in the sky? What about the scientific evidence drives SETI astronomers and the NASA teams for Kepler space telescope exoplanet search and the Mars Curiosity rover mission to seek evidence of extraterrestrial life? Why are today's scientists more excited about how fast the universe expands than they are about the 1920's revelation that the universe is expanding? Gain insights into these and other current questions about astronomy and cosmology as we address topics from a perspective that you, scientist or scientifically curious, will find enriching and enlightening. 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.

FIYS 193: Writing Chicago

Students in this course will explore how poets, writers, and other artists have described, imagined, and reimagined the city of Chicago as, alternately, "nature's metropolis," the economic dynamo of the American dream, and as a nightmarish dystopia of corruption, pollution, violence, and injustice. Starting with the Burnham Plan, students will pair the investigation of particular sites and neighborhoods with the study of literary texts and cultural histories, as well as artworks and architecture. Urban spaces as envisioned by women, immigrants, African Americans, and the LGBT community will be a particular focus of the course, and students will produce their own creative and critical writings about the city.

FIYS 195: College Sport in Chicago:Then & Now

College football is currently in crisis, due largely to public anxieties about health risks and potentially exploitative amateurism. Such anxieties are hardly new: the NCAA was founded in 1906 as a private alternative to the public regulation then being applied in industries such as meat-packing. From the founding of the Western Conference (precursor of the Big Ten) in Chicago in 1896 to current attempts by Northwestern University football players to unionize, institutions in and around this city have played a crucial role in the thorny debates about how best to regulate college football. Using the history of college football in Chicago as point of entry into these debates, this course asks questions about the value of college football, about the rationality of voluntary risk taking, about economic exploitation, and about general fairness (including, e.g., Title IX questions, since college football is played exclusively by men). 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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Gender, Sexuality, and Women's Studies

Faculty

Jump to:

[Janet McCracken](#)

Professor of Philosophy, Chair of Self-Designed Major

[Course Descriptions](#)

Areas of Study: aesthetics, history of philosophy, gender studies, film

[Requirements](#)

[Ann M. Roberts](#)

James D. Vail III Professor of Art, Associate Dean of Faculty, Director of the Learning & Teaching Center

Areas of Study: ancient, medieval, and early modern art history

[Linda Horwitz](#)

Associate Professor of Communication

Areas of Study: feminist rhetoric, history of rhetoric, American public address

[Amanda Felkey](#)

Associate Professor of Economics and Business

Areas of Study: household economics, behavioral economics, development economics, quantitative methods, microeconomic theory

[Susan M. Long](#)

Associate Professor of Psychology, Chair of Gender, Sexuality and Women's Studies

Areas of Study: community psychology, violence against women, women in poverty, and community interventions

[Tracy McCabe](#)

Senior Lecturer in English

Areas of Study: women's studies, writing

Course Descriptions

GSWS 110: Intro to Women's/Gender Studies

This course is an introduction to the field of women's and gender studies with an emphasis on literary texts studied in connection with ideas about gender in other disciplines, including science and social science. (Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: PHIL 200

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.
Cross-listed as: PSYC 206

GSWS 207: Food, Fat and Culture

Fat is a feminist issue, but why? This course will examine the interconnections between food, fat, and culture while focusing on the gendered nature of weight as a socially, historically, morally, and politically constructed category.

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. Cross-listed as: PSYC 210

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. Cross-listed as: PSYC 211

GSWS 218: Blues Women in African American Lit

An analysis of the representation of 'blues women' and the music in writings by African Americans. Authors include Larsen, Hurston, Morrison, Wilson, Jones, and Walker. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: ENGL 218, AFAM 218, AMER 218

GSWS 228: Women Writing Women

This course will survey selected women writers, in diverse genres past and present, with a focus on American women in the 20th and 21st centuries. Writers may include: Muriel Rukeyser, Adrienne Rich, Maxine Hong Kingston, Louise Erdrich, Gloria Anzaldua, and Jamaica Kincaid, as well as women writing in recent genres like creative nonfiction, memoir, and transgender fiction. We will explore questions such as: Does the diversity of American women in terms of race, ethnicity, sexuality, and gender identification trouble the very concept of 'U.S. women writers'? What are ways that women have defined and undermined the concept of 'woman' in their writing? (Meets GEC Cultural Diversity Requirement.) Cross-listed as: ENGL 228, AMER 228

GSWS 232: Hist Issues of Gender & Science

(Historical Issues of Gender and Science) A survey of women's issues, roles, and contributions in science from antiquity to the present. Topics to be explored include: women scientists, philosophers, and healers in Greco-Roman antiquity, the Middle Ages, and the Renaissance; the 'learned ladies' of the Scientific Revolution; women's increasing access to science and education during the Enlightenment and 19th century; the accomplishments and troubles of women scientists, such as Mme. du Chatelet, Marie Curie, and Rosalind Franklin; Third World and other foreign women scientists; women's 'liberation' in science in the late 20th century; and, what difference (if any) women's participation makes on the content or practice of science. Students will attain a broad view of the issues and problems that have faced women entering science in the past and those that may still remain. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: HIST 282

GSWS 237: Women in Theater

This course will examine the involvement of women in the history of theater. Topics covered may include: the medieval plays of Roswitha, strong female characters (acted by men) in Shakespeare, the arrival of actresses on the Restoration stage, the eighteenth-century playwright Aphra Behn, the rise of 'star' actresses in the nineteenth century, and such twentieth-century figures as Marsha Norman, Maria Irene Fornes, Beth Henley, Wendy Wasserstein, Caryl Churchill, Timberlake Wertenbaker, Helene Cixous, and Ntozake Shange. Prerequisite: At least one course in theater history. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: THTR 237

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 will explore 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 will inform and illuminate our perusal of political theorists' approach to the relationship between the private family and the state. Readings include selections from the Bible, Sophocles and Aristophanes, Plato and Aristotle, the Gospels, St. Augustine, Hobbes, Locke, Rousseau, Wollstonecraft, Tocqueville, Mill, Engels and others. POLS 130 is recommended but not required. (Meets GEC Cultural Diversity Requirement)
Cross-listed as: POLS 251

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ETHC 252

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SOAN 253

GSWS 265: 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. Since women are more likely than men to be poor and a large number of policies are aimed at women and children, particular emphasis is given to the role of gender. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 110 with a grade of C- or better.
Cross-listed as: ECON 265

GSWS 271: Women in Modern History

This course examines women's lives, activities, and cultures in the United States and Europe from the late eighteenth century to the present. Among the issues examined are birth control; equality vs. difference (the essentialism debate); race and class; and gender as an analytical concept. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 288

GSWS 275: Female Religious Images in West

Individual religious traditions have incorporated female images and ideals in different ways as goddesses, priestesses, and saints. The objective of this course is to examine ways in which the divine has been expressed in specifically female forms, as well as to examine the characteristics of female religious experience. Specific figures include Inanna, the central goddess figure of ancient Sumer; Eve and Sarah from the Hebrew Bible; Mary and female monastics from the Christian tradition; and contemporary Jewish, Christian, and Muslim women actively participating in their traditions. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 275

GSWS 276: Female Religious Images in Asia

Goddess figures in India, China, and Japan are studied in this class along with the roles of human women in particular Asian religious traditions. This class explores the experiences of Buddhist nuns, Hindu and Muslim female saints, traditional healers, and shamans. Readings are drawn from religious texts, myths, and short stories from specific Asian cultures. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 276, ASIA 276

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 280

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.

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 as: PHIL 301

GSWS 302: Sexuality and Society

This course is a cross-cultural examination of perceptions and practices of sex and sexuality. We will begin with a brief overview of some archaeological findings and their implications, after which we will go on to address sexual practices in history and modern times both in the United States and other areas of the world. We will study economic, cultural, political, and religious influences on sexual thought and practice. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 302

GSWS 303: Gender and Character

Studies of the effects of either femininity or masculinity on moral and aesthetic choices. Several philosophers of character, morality, and psychology, e.g., Aristotle, Nietzsche, Freud, MacIntyre, and Gilligan, will be examined in conjunction with various works of fiction and film. Prerequisite: One philosophy course or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: PHIL 303

GSWS 305: Identity/Body/Persecution Med Europ

(Identity, Body, and Persecution in Medieval Europe) Medieval men and women discussed many of the same questions of identity that we do: What makes an individual unique? How does group affiliation affect identity? What is the relationship between identity and change? How does faith in God influence understanding of the individual? This course considers the following topics: medieval conceptions of the individual in Christian autobiography; the role of the body and gender in determining identity

(exploring topics such as the Eucharist, the cult of saints, and sex difference); how medieval Europeans defined their own identity by persecuting the 'other,' including heretics, Jews, and lepers; how change affected identity in medieval texts such as werewolf stories and resurrection theology.
Cross-listed as: HIST 326, RELG 326

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. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 210.

Cross-listed as: ECON 320

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ARTH 325

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ARTH 326

GSWS 340: Psychology of Sex and Gender

This course examines theory and research related to gender, sexuality, and their interactions. Topics include those traditionally associated with gender (such as sex differences and similarities, sex stereotypes, and gender learning) as well as those traditionally associated with human sexuality (such as the biology of human sexual response, love and sexual relationships, sexual orientation, and sexual health issues). We will consider the interrelationships between these topics, and think critically about their portrayal in academic and popular media. Prerequisites: Psychology 110 and sophomore standing. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: PSYC 340

GSWS 347: Topics in Gender and History

A seminar that examines in depth one aspect of gender and history. Topics vary from year to year. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 364, AMER 347

GSWS 350: Topics in Gender and Media

(when applicable) Intensive study of selected subjects within the field of communications. Topics vary by semester. (Meets GEC Cultural Diversity Requirement, depending on topic.)

Cross-listed as: COMM 350

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: PSYC 355

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.
Cross-listed as: SOAN 362, AMER 362

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. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: SOAN 372

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: COMM 376

GSWS 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.
Cross-listed as: ARTH 380

GSWS 382: Women's Rhet & 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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: COMM 382

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: a 300-level Spanish course. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SPAN 400, LNAM 400

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 as: ENGL 403

Requirements

MINOR IN GENDER, SEXUALITY, AND WOMEN'S STUDIES

No major is currently available.

Requirements for the Minor:

At least 6 credits

- Gender, Sexuality, and Women's Studies 110: Introduction to Women's and Gender Studies (formerly Women's and Gender Studies 252)
- 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.
 - Art History 325: Women, Art, and Society
 - Art History 326: Gender, Identity, and Modern Art
 - Art History 380: Renaissance Art and Domesticity
 - Communication 350: Topics in Communication: Gender & Media
 - Communication 382: Women's Rhetoric and the Feminist Critique
 - Economics 265: Poverty, Discrimination, and Inequality
 - Economics 420: Labor in the American Economy
 - English 218: Blues Women in African American Literature
 - English 225: Women and Literature
 - English 336: British Women Writers
 - English 351: Gender and Literature
 - English 403: Emily Dickinson
 - Ethics Center 252: Dialogue: Gender Identity (0.50 credits)
 - History 282: Historical Issues of Gender & Science
 - History 288: Women in Modern History
 - History 326: Identity, Body, and Persecution in Medieval Europe
 - History 338: Literature and Society in Russia
 - History 364: Topics in Gender and History
 - Philosophy 200: Philosophy and Gender
 - Philosophy 301: Romantic Comedies and Philosophy of Love
 - Philosophy 303: Gender and Character
 - Philosophy 365: Race, Gender & Sexual Orientation
 - Politics 251: Family Structure and Political Theory
 - Psychology 206: Human Sexuality
 - Psychology 210: Developmental Psychology: Childhood and Adolescence
 - Psychology 211: Adulthood and Aging
 - Psychology 340: Psychology of Sex and Gender
 - 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 302: Sexuality and Society
 - Sociology & Anthropology 362: Love in a Time of Capitalism
 - Sociology & Anthropology 372: Queer Theory
 - Spanish 400: Women's Voices in Latin America
 - Theater 337: Women in Theater

- Theater 338: Activism in Theater: Gay, Lesbian, Transgender Voices
- 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

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History

Faculty

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[Dan LeMahieu](#)
Hotchkiss Presidential Professor of History,
Director of the Master of Liberal Studies Program

Areas of Study: modern European history

[Steven Rosswurm](#)
Professor of History

Areas of Study: American history, Mexican history

[Shiwei Chen](#)
Professor of History, Chair of Asian Studies

Areas of Study: East Asian history

[Anna Trumbore Jones](#)
Associate Professor and Chair of History

Areas of Study: ancient and medieval history

[James Lundberg](#)
Uihlein Assistant Professor of American History

Areas of Study: American history

[Catherine Sardo Weidner](#)
Senior Lecturer in History

Areas of Study: American history

[Virginia Stewart](#)
Visiting Professor of History

Areas of Study: American history, public history

[David Spadafora](#)
Visiting Professor of History

Areas of Study: modern European history

Jilana Ordman
Lecturer in History

Areas of Study: ancient and medieval history

[Mimi Cowan](#)
Lecturer in History

Areas of Study: urban and American immigration/ethnic history

EMERITUS FACULTY

[Carol Gayle](#)
Associate Director of the Master of Liberal Studies Program,
Associate Professor of History, Emerita

Areas of Study: Russian and European history

[Michael H. Ebner](#)
James D. Vail III Professor of American History, Emeritus

Areas of Study: American history

Pericles B. Georges
Associate Professor of History, Emeritus

Areas of Study: ancient and medieval history

Course Descriptions

HIST 110: World Civilizations to 1650

Introduction to Historical Study: World Civilizations to 1650. This course offers an introduction to college-level study of history. Specific topics covered will vary, but may include: the origins of civilizations in the Middle East, Asia, and the Americas; the role of religion in pre-modern societies; the rise and fall of empires; encounters between civilizations, from ancient trade networks to the rise of European colonialism. Students will also be introduced to certain key skills and methodology used by historians, including analysis of primary sources and scholarship. Close attention will be paid to the development of critical reading and writing skills. (Meets GEC Cultural Diversity Requirement.)

HIST 200: Foundations American Republic

(Foundations of the American Republic) The origins of American society and the development of the United States from an under-developed new nation into a powerful national entity. Emphasis on the reading and analysis of documentary materials.

Cross-listed as: AMER 210

HIST 201: Modern America

America's response to industrialism and its changing role in foreign affairs. Emphasis on the techniques of research and paper writing.

Cross-listed as: AMER 211

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.

Cross-listed as: CLAS 211

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.

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.

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.

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 200

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 201

HIST 216: History of India

A survey of civilization in south Asia over five millennia, focusing on core themes such as society, culture, political economy, administrative institutions, religious practices, and the impact of foreign invasions and cultures. Utilizing archaeological evidence as well as written sources, we study the peoples and civilizations of the subcontinent (including the Harappan civilization, the Aryans, technology and society from the Iron Age to the era of Buddha, the Mauryas and other north Indian polities, and the Gupta era and the kingdoms of south India). Then we discuss the Indo-Islamic heritage and the impact of Turkish rule, ending with the Mughal Empire. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 202, ISLM 202

HIST 217: Modern South Asia

Survey of South Asia - today the countries of India, Pakistan and Bangladesh - from 1750 to the present, a period that includes more than a century and a half of British colonial rule. The course is designed to offer a critical study of the issues that shaped the region: the transition to colonialism in the eighteenth and early nineteenth centuries and its impact on the Indian economy, culminating in revolt against the British in 1857; the rise of Indian nationalist movements, the anti-colonial struggle, and events leading to independence and partition of the subcontinent in 1947 and the aftermath; political developments in the post-colonial states of India, Pakistan and Bangladesh. Theories about caste, class, gender, and the role of religion are explored in detail to illuminate the post-colonial problems of the subcontinent. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 203, ISLM 203

HIST 220: Colonial America

This course is an interpretive survey of American Colonial history in the context of a broad Atlantic system from 1492 to 1763. The colonial period was the first era of globalization, when peoples of Europe, Africa, and the Americas came together in new economic, social, and cultural configurations. In this class we will explore this period not only as the first chapter in American history, but more broadly as a hugely transformative era in World history. A main component of this course is attention to ordinary people in early America through research in primary sources.
Cross-listed as: AMER 249

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.
Cross-listed as: AMER 253

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.
Cross-listed as: AMER 271

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.
Cross-listed as: AMER 250

HIST 228: The Progressive Era, 1865-1920

This course offers an introduction to the political, social, and cultural history of the United States between Reconstruction and World War I. It is said that a new American nation and a distinctly modern culture emerged in this period. We will consider the merits of that claim as we examine how the United States was rebuilt socially, politically, economically, and culturally in the wake of the Civil War and upon the end of slavery. We will pay special attention to patterns of industrialization, urbanization, and immigration. We will be concerned with how those transformations unfolded, how they impinged upon the everyday life of ordinary people, and how people responded to them. We will also explore the popular culture of this period and the emergence of mass culture, as we look at contemporary speeches, essays, photography, architecture, advertising, and films.
Cross-listed as: AMER 276

HIST 230: African-American History

A survey of African American history from the sixteenth century to the present, with attention to important themes and events: the African heritage; slavery and the response to bondage; emancipation and reconstruction; African American society under Jim Crow; the northern migrations and the making of the urban ghettos; African American debates on freedom and models of Black leadership in the twentieth century; aspects of contemporary African American America. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 254

HIST 232: American Environmental History

Introduction to the historical study of the relationship of Americans with the natural world. Examination of the ways that 'natural' forces helped shape American 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 American history, pre-history to the present.
Cross-listed as: AMER 261, ES 260

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.
Cross-listed as: RELG 234, AMER 234

HIST 235: American Cities

The changing functions, scale, and quality of urban society from the seventeenth century to the present. A historical framework for studying modern American metropolitan problems. Some fieldwork in Chicago.
Cross-listed as: AMER 263, ES 263

HIST 237: US and World History

This course examines US history from various perspectives to show not only that it has been both similar to and different than that of other nations, but also that it cannot be separated from world developments. Examples of perspectives to be used include the following: a comparative viewpoint that looks at key moments and developments, i.e., the abolition of slavery, as they occurred throughout the world; a transnational approach that embeds US history at every significant moment, e.g., industrialization, in its connections to ongoing global events and processes; a diasporic standpoint

that puts the voluntary and forced movement of peoples at the center of the evolution of US society; a political-economic critique that places the origins and development of capitalism at the center of world history since the fourteenth century.

Cross-listed as: AMER 267

HIST 239: History of Educ in American Society

(History of Education in American Society) Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century.

Cross-listed as: AMER 270, EDUC 239

HIST 240: Ancient Greece

Greek civilization from the first awakening of reason in Homeric poetry and early philosophy to the spread throughout the Mediterranean world of a civilization of headlong, revolutionary innovation in every department of life and thought. Key episodes of the intellectual, political, and military history of the Greeks examined through examples of their literature and thought.

Cross-listed as: CLAS 210

HIST 243: Crusade & Holy War in Med Europe

(Crusade and Holy War in Medieval Europe) Medieval Europe experienced widespread debate about the use of violence by Christians. The course considers early definitions of Just War and the attempts by the church to control violence around the year 1000. Detailed examination of the origin of the idea of crusade and the history of the First Crusade (1095-99) from Christian, Jewish, Greek, and Muslim perspectives. Examines the later medieval phenomenon of crusade against other Christians.

Cross-listed as: RELG 248, ISLM 243

HIST 246: 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.

HIST 248: West Thought:Renaiss-Scientific Rev

(Western Thought: Renaissance-Scientific Revolution) Survey of Western intellectual history ca. 1400-1700, emphasizing Italian and northern humanism, the Protestant Reformation and its consequences, the European encounter with other civilizations, and the first scientific revolution, with attention to American thought in the seventeenth century. Major ideas about religion, nature and science, human nature, society and its governance and analysis, and history.

HIST 250: Modern British History

The history of Britain since 1688. Topics include aristocracy and society in the eighteenth century, the Industrial Revolution, Liberalism and Conservatism in nineteenth-century politics, the consolidation of British culture, the rise of the welfare state, and contemporary British life.

HIST 253: German History

What do worship services involving snake handling, campaigns for a Creationist educational curriculum, and the Amish commitment to simple living have in common? All are religious expressions of antimodernism, which we might describe as a critical perspective on the value of modernity and its institutions (e.g. Enlightenment rationality, mass and consumer cultures, industrial capitalism, and Western medicine). This course investigates the late-19th and 20th century career of antimodernist sentiment within various faith traditions in America—from Protestant fundamentalism to Anabaptism—in an attempt to locate its roots, to survey its liturgical and cultural forms, and to consider its powers and limits.

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. (Meets GEC Cultural Diversity Requirement.)

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.

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 283

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 286

HIST 264: World War II in Asia

Through lecture and discussion, we will look at the origins of the war; the invasion of China and the Rape of Nanking; battle at sea and on the mainland of Asia; surrender; lives of individual soldiers, diplomats, refugees, POWs, 'comfort women,' collaborators, and guerrillas; and continuing controversies over memory, apology, reparation, and national identity. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 284

HIST 270: Latin American History

This course will introduce students to major transformations in Latin American history from the Pre-Columbian era to the present, including in Mexico, Central America, South America, and the Caribbean. We will examine the social, political, and economic institutions that shaped the colonial system; we will then study how a diverse set of actors created independent nations in the early nineteenth century. We will conclude by exploring the important influence exerted by the United States as these new Latin American nations consolidated their cultural identity, forms of government, and territorial borders. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 270

HIST 272: History of Mexico

This course broadly surveys Mexican history from the pre-Conquest period to the Chiapas revolt in 1994. The meaning of progress, the sacred and indigenous culture, imperialism's impact, and popular mobilization are among its recurring themes. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 257

HIST 274: Latino Social Movements

This course will provide a historical examination of the different political strategies used by the Latino population of the United States—including both US citizens and foreigners—to defend their civil, economic, political, and human rights throughout the 20th century. We will read about Mexicans, Puerto Ricans, Dominicans, Cubans, and their US-born children, paying special attention to the diplomatic, political, and economic relations between the US and their countries of origin. A constant theme in this course is the tension between Latino efforts to attain full citizenship in the United States and the struggle to achieve pan-ethnic solidarity. No

prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 274, AMER 274

HIST 280: History of Science

An overview of the history of science from ancient to modern times. Explores the philosophical question, 'What is Science?' Introduces the ideas of major figures within the history of science, such as Aristotle, Galileo, Newton, Darwin, and Einstein, as well as general developments in the physical and biological sciences. Examines how these ideas were influenced within their own historical context by both internal (scientific) and external (cultural, religious, sociological, psychological) factors, and how these ideas are central to our world today.

HIST 282: Hist Issues of Gender & Science

(Historical Issues of Gender and Science) A survey of women's issues, roles, and contributions in science from antiquity to the present. Topics to be explored include: women scientists, philosophers, and healers in Greco-Roman antiquity, the Middle Ages, and the Renaissance; the 'learned ladies' of the Scientific Revolution; women's increasing access to science and education during the Enlightenment and 19th century; the accomplishments and troubles of women scientists, such as Mme. du Chatelet, Marie Curie, and Rosalind Franklin; Third World and other foreign women scientists; women's 'liberation' in science in the late 20th century; and, what difference (if any) women's participation makes on the content or practice of science. Students will attain a broad view of the issues and problems that have faced women entering science in the past and those that may still remain. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GSWS 232

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.
Cross-listed as: AMER 240

HIST 288: Women in Modern History

This course examines women's lives, activities, and cultures in the United States and Europe from the late eighteenth century to the present. Among the issues examined are birth control; equality vs. difference (the essentialism debate); race and class; and gender as an analytical concept. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GSWS 271

HIST 300: Theory and Methods

How can we know what actually happened in the past? This course examines the bases of historical knowledge and interpretation, and studies methods used for understanding and writing about the past. Emphases include the use of documentary evidence, the analysis of conflicting historical interpretations, and the use of the Web as a research tool. Prerequisite: an introductory history course. Required of all history majors.

HIST 302: Colonial America

Origins of European colonialism; Indian-European relations; Puritanism and society in New England; slavery and politics in Virginia; English imperial regulations; the Glorious Revolution; and the Great Awakening. Prerequisite: History 120.

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 120 or History 121. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 361, AMER 361

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 as: AMER 308

HIST 310: The American West

History of the American West as both frontier and region, real and imagined, from the first contacts between natives and colonizers to the multicultural communities of the late-twentieth century. Examining both history and myth, we consider the legacy of Western expansion and evaluate Frederick Jackson Turner's famous argument that the West fundamentally shaped American history. Prerequisite: History 200 or 201 or permission of the instructor. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: AMER 352

HIST 312: American Social History

Conducted as a seminar. Topics include family, class, gender, race, ethnicity, and work. Prerequisite: History 200 or 201, or permission of the instructor.
Cross-listed as: AMER 355

HIST 314: American Cultural History

This course introduces the craft and method of cultural history. Although it begins with the story of a cat massacre in eighteenth-century France, the course focuses on American art, literature, music, advertisements, and other forms of popular culture from the eighteenth century to the present. Students will use these types of evidence to understand how Americans made sense of events and transformations in the world around them. Topics will include eighteenth-century architecture, the illicit press of nineteenth-century New York, the showmanship of P.T. Barnum, early photography, the figure of the self-made man, blackface minstrelsy, early Wild West shows, 1920s advertising, and World War II pinups. All these examples will offer models for reading and interpreting cultural forms for historical meanings of gender, race, and identity. Students will work with the instructor to choose research topics for a seminar project of their own. Prerequisites: History 120 or 121, or permission of the instructor.
Cross-listed as: AMER 357

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 120 or HIST 121 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AMER 315, RELG 315

HIST 316: American Thought

An examination of major currents of American thought with special emphasis on the ways Americans have thought about their relationship with their environment: Puritanism, Jefferson and nature, Emerson and Thoreau's romanticism, Darwinism, and the modern environmental movement.

Prerequisites: History 120, 121, an introductory course in American literature, or permission of the instructor.

HIST 318: Chicago: History and Public Memory

This course examines the development of metropolitan Chicago in the nineteenth and twentieth centuries and the sites, landmarks, and institutions which preserve and interpret aspects of that past. Students will become familiar with urban history and heritage preservation scholarship and will utilize these perspectives to analyze existing historic sites and identify, research, and create interpretive plans for sites not currently included in the metropolitan repertoire of public remembrance. Substantial field study. Prerequisite: one course in American history, politics, African American Studies or American Studies, or permission of the instructor.

HIST 322: 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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 307

HIST 324: Charlemagne: His World

Since his death, Charlemagne has remained one of the most revered and evocative figures of the early Middle Ages. He and his family built a formidable empire, revolutionized thinking about kingship and government, and presided over reforms in religion, scholarship, and art. This course considers the achievements of the Carolingian period, the consequences of the collapse of their power, and the development of the legend of Charlemagne.

HIST 326: Identity/Body/Persecution Med Europ

(Identity, Body, and Persecution in Medieval Europe) Medieval men and women discussed many of the same questions of identity that we do: What makes an individual unique? How does group affiliation affect identity? What is the relationship between identity and change? How does faith in God influence understanding of the individual? This course considers the following topics: medieval conceptions of the individual in Christian autobiography; the role of the body and gender in determining identity (exploring topics such as the Eucharist, the cult of saints, and sex difference); how medieval Europeans defined their own identity by persecuting the 'other,' including heretics, Jews, and lepers; how change affected identity in medieval texts such as werewolf stories and resurrection theology.

Cross-listed as: GSWS 305, RELG 326

HIST 328: European Reformations, 1200-1600

The Protestant Reformation and Catholic Counter-Reformation were a major turning-point in the political, social and religious history of the West. This course will examine: the background to the Reformations in Pauline and Augustinian theology and medieval reform movements; the writings of key figures including Luther, Calvin, Zwingli, and Loyola; the political and social ramifications of the Reformations, particularly in France, England, and the German Empire; the tradition of historiography on the Reformations.

Cross-listed as: RELG 319

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.

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.

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.

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 213 or 214 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)

HIST 340: Topics in East Asian History

Spring 2015 Topic: China's Cultural Revolution. The Great Proletarian Cultural Revolution, broke out more than thirty 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. (Meets GEC Cultural Diversity Requirement)
Cross-listed as: ASIA 307

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 309

HIST 345: Islamic Cultures in South Asia

This seminar focuses upon the shared history and cultural heritage of Muslims in the Indian sub-continent. It will cover the Muslim experience from the conquest of Sindh (750 CE), through the medieval and early modern empires, to the events leading to the partition of the Indian subcontinent (1947), bringing the story to the present. Questions of identity, assimilation, and integrative processes will be examined through an exploration of political, administrative, and intellectual history. The experiences, thoughts, and perspectives of mystics, poets, and women will be highlighted to investigate the role of Muslims in shaping and enriching the cultures, society, and religious traditions of the Indian subcontinent. Prerequisite RELG/ISLM 213 or permission of instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 317, ISLM 317, RELG 317

HIST 347: Race & Empire in Colonial S Asia

(Race and Empire in Colonial South Asia) This course studies colonialism as a cultural project of power, including the connections between imperialism,

race, and colonial ideologies of rule in India from the inception of British rule in the mid-eighteenth century until independence in 1947. More specifically, it examines the various ways in which colonial state power was shaped by class, race and gender as the British sought to 'civilize' and rule their Indian subjects. The course also probes some of the ways in which various social groups in India engaged with colonial racial categories and the rhetoric of race during the period of the struggle against British rule. Scholarly accounts will be supplemented by films and literary works to illuminate the various themes under study. Prerequisite: Hist 202 or 203 or permission of the instructor. (Meets the GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 319

HIST 348: Stereotyping Indian Cities

Stereotyping Indian Cities: 'Hindu' or 'Muslim.' This seminar analyzes the controversial aspects of Indian urbanization through case studies of ancient cities, pilgrimage centers, Mughal capitals, and colonial British metropolises. We will examine archaeological evidence, maps, official histories, travelogues, and regional literature on the Indian cities. We will analyze the colonial interpretation of Indian history as a contestation of two homogenous religious communities—Hindu and Muslim—and explore recent challenges to that model. The students will be involved in scholarly debates through a variety of written projects, including critical reviews and a research essay, as well as oral presentations. No prerequisite. HIST 202/203 recommended. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 311, ISLM 311

HIST 351: Contemporary Islamic Societies

This course will examine how Islamic societies responded to political and social changes as these societies transitioned from traditional empires to contemporary nation-states in the 19th and 20th centuries. The course will examine the process of introducing western political and social ideologies to traditional Islamic societies, and how adopting the model of the modern nation-state affected Islamic perspectives on politics, economics, and culture. The course will explore the diversity of Islamic communities and the challenges these have experienced from the 19th to the 21st centuries. Prerequisites: At least one course listed as HIST or ISLM. This course is not open to first-year students. (Meets Cultural Diversity Requirement.)
Cross-listed as: ISLM 316

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 as: AMER 340

HIST 362: History and Literature

An interdisciplinary opportunity to investigate one seminal era. Topics include the 'lost' world of early modern family and social life; the English Reformation; the aristocracy and the rise of the gentry; Renaissance heroism and 'self-fashioning'; women's lives and literature; early modern biography and lyric subjectivity; Tudor and Stuart monarchy; the causes of the English Civil War; and the emergence of the scientific worldview. Prerequisite: either one English or one history course at the 200 level or above.

HIST 364: Topics in Gender and History

A seminar that examines in depth one aspect of gender and history. Topics vary from year to year. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AMER 347, GSWS 347

HIST 366: Science, Religion, and Modernity

Western science from the late Middle Ages to 1900, explored through the lens of its developing relationship with religion and connection to modernity. Themes of the course involve the laws of nature, measurement, scientific methods, promotional and oversight organizations, and materialism. Case studies include Roger Bacon's science, Galileo's travails, Francis Bacon's vision, physico-theology, Newton versus Leibniz,

Enlightenment scientific societies, physiological psychology around 1750, Genesis and geology, the reception of Darwin, and the warfare between science and religion.

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.
Cross-listed as: AMER 348

HIST 420: Senior Seminar

Selected advanced topics in history, with attention to the methods and problems of historical research. Each student will write a major research paper. Required of all history majors in their junior or senior year except those doing independent study research projects. Open to non-majors with appropriate preparation and permission of the instructor.

The Fall 2014 seminar is 'Documentary and Propaganda.' Topics include the history and theory of 'non-fiction' film, political propaganda during the 1920s and 1930s, television productions, the revival of documentary by Ken Burns, and the role of new digital media in shaping the future of historical inquiry.

The Spring 2015 seminar is 'Cultural History.' Topics include the methods and theory of cultural history and cultural analysis, the rise of popular culture, market and consumer culture, the history of advertising, photography and film, and the problem of historical memory.

Requirements

MAJOR AND MINOR IN HISTORY

Requirements for the Major:

At least 9 credits

- History 110: Introduction to Historical Studies: World Civilizations to 1650 – preferably in the first year
- 1 of the following two-course sequences:
 - United States
 - History 200: Foundations of the American Republic
 - History 201: Modern America
 - East Asia
 - History 212: Origins of East Asia
 - History 213: Modern East Asia
 - South Asia
 - History 216: History of India
 - History 217: Modern South Asia
 - Ancient and Medieval Europe
 - History 204: Roman History
 - History 205: Medieval History
 - Modern Europe
 - History 208: Europe 1715-1890
 - History 209: Europe in the Twentieth Century
- History 300: Theory and Methods – taken as a junior
- 4 additional courses, at least two of which must be at the 300-level or above
- Completion of the Senior Studies Requirement in 1 of the following ways:
 - History 420: Senior Seminar
 - Senior Thesis

Requirements for the Minor:

The Minor in History consists of 6 courses, 2 of which must be on or above the 300-level. 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.

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.

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International Relations

Faculty

Jean-Luc Garneau
Professor of French

Areas of Study: linguistics, littérature Québécoise, French literature of the twentieth century, translation

Les R. Dlabay
Professor of Economics and Business, Chair of Area Studies

Areas of Study: mass media/marketing research, Latin American global business, Asian business culture and trade relations, financial accounting

James Marquardt
Associate Professor of Politics, Chair of International Relations

Areas of Study: American politics, international relations

Paul S. Orogun
Associate Professor of Politics

Areas of Study: comparative politics, Africa

Chad McCracken
Assistant Professor of Philosophy and Politics

Areas of Study: philosophy of law, political philosophy, analytic philosophy, history of philosophy

Course Descriptions

IREL 280: The Mexican-American Border

As the only place where the third world and first world touch, the Mexican-American border is unique. This course will focus on the 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 will begin with the history of the border from the Gadsden Purchase in 1854 to the passage of NAFTA in 2004 and then examine the impact of free trade on Mexico. The course will explore 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. The course involves a three-week stay along the border in May. Pre-requisites: ECON 110 and SPAN 112 or its equivalent. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: BUSN 280, ECON 280, LNAM 280, SPAN 201

IREL 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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: EDUC 322, SOAN 343

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IREL 349: Topics: U.S. Presidents & Jerusalem

Until 1967, the U.S. accepted the international consensus on the issue of Jerusalem, which called for the internationalization of the city according to General Assembly Resolution 181. Also, the U.S. refused to recognize both Israel's annexation of West Jerusalem and Jordan's annexation of East Jerusalem. After the 1967 War, Israel extended its control to Arab East Jerusalem and later declared all Jerusalem its eternal capital. Since then, American presidents have stopped short of pressuring Israel to abide by Resolution 181, arguing instead that the future of Jerusalem should be negotiated between Israel and the Palestinians. This course studies the complex history of the positions of modern American presidents on Jerusalem, focusing on how American domestic politics has shaped U.S. policy and the interactions between U.S. presidential administrations and international actors on the status of Jerusalem.

Cross-listed as: ISLM 349

IREL 480: The 21st Century World (Dis)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?

Cross-listed as: AMER 478

IREL 481: Security & Insecurity

(Senior Seminar in International Relations: Security and Insecurity). Security studies is a mainstay of international relations scholarship and, like the international relations discipline itself, security studies has evolved and changed over the years. Drawing from theories of international relations, this senior seminar is an inquiry into the meanings of security (and insecurity). It underscores the wide variations in the application of the term to the objects of research, including the state (national security), the system of states (international security), the world beyond national borders (global security), and people and communities (human security). It applies these formations of security to a variety of issue areas in international relations today, both traditional (military affairs and economic affairs) and non-traditional (humanitarian and environmental affairs), thereby exposing students to an array of understandings and approaches to security studies in contemporary theory and practice. Students use their acquired knowledge to research and analyze a contemporary security issue or set of related issues. Prerequisite: Open to international relations and politics juniors and seniors only.

IREL 482: Democracy and the Middle East

(Senior Seminar in International Relations: Theories of Democracy and the Middle East) In this seminar students examine and apply theories of democracy to the contemporary Middle East and North Africa (MENA). Students learn the roles that different factors play in determining outcomes such as democracy, women's rights, and rights of minorities. Among other explanations of democracy, students will learn about modernization theory, the resource curse, and the role of religion. Students will evaluate these explanations as they apply to the MENA, considering their strengths and weaknesses. By the end of the course, students should have a comprehensive understanding of the deterrents to democratization in the MENA and possible factors that could facilitate reform. Prerequisite: Open to senior IR majors and Politics majors (in the Global Politics track), or permission of instructor.

Requirements

MAJOR AND MINOR IN INTERNATIONAL RELATIONS

Requirements for the Major:

Requirements for the Major:

The International Relations (IR) major consists of twelve courses: seven core courses and five elective courses, as well as proficiency in a foreign language. Students must maintain a C average in courses taken to fulfill the IR major requirements.

CORE COURSES (7)

- **Foundations**
 - ECON 110: Principles of Economics
 - POLS 110: Introduction to Global Politics
 - SOAN 110: Introduction to Sociology and Anthropology
- **Methods** (one of the following courses)
 - ECON/BUSN 180: Quantitative Methods for Economics and Business OR
ECON/BUSN/FIN 130: Applied Statistics
 - BUSN 355: Marketing Research in Cross-Cultural Settings
 - POLS 200: Methods of Political Research
 - SOAN 310: Social Research: Quantitative Methods
 - SOAN 320: Social Research: Qualitative Methods
- **Theory**
 - POLS 245: Theories of International Relations
- **History** (one of the following courses)
 - HIST 208: Europe 1715-1890
 - HIST 209: Europe in the Twentieth Century
- **Senior Studies** (one of the following courses)*
 - IREL 480, IREL 481, or IREL 482: International Relations Senior Seminar
 - IREL 493: International Relations Senior Research Project
 - IREL 494: International Relations Senior Thesis (two course credits)
 - POLS 481 or POLS 483: Senior Seminar in Global Politics

ELECTIVE COURSES (5)

The five additional courses required for the IR major are comprised of 200 and 300 level international studies courses offered by various departments and programs, here listed as fields.** Students take at least one course in three different fields (but no more than three in any single field and only one course in Field 5). Furthermore, of the five at least two must be comparative studies courses, which are designated below with the plus symbol (+). In consultation with their academic advisors, students majoring in international relations choose areas of specialization. Areas can be either functional (e.g., development studies, international political economy, international law and organization, cultural studies, international history) or regional (e.g., Latin American studies, European studies, Islamic world studies, Asian studies, African studies). Taken together, the academic work students perform in their five elective courses must complement their chosen specialization. Within 60 days of declaring the major, IR students must submit to their advisor and the IR chair the following: (1) the title of the intended specialization along with a one-page description of the specialization and its main learning goals; and (2) a list of possible courses for the five-course specialization. Students may change their specializations (and the list of possible elective courses) through the end of the third year of full-time studies.

- **Field 1. History**
 - HIST 212: Origins of East Asia+
 - HIST 213: Modern East Asia+
 - HIST 216: History of India

- HIST 217: Modern South Asia+
- HIST 255: History of Russia
- HIST 257: World War II: Europe+
- HIST 272: History of Mexico
- HIST 288: Women in Modern History+
- HIST 260: Modern China
- HIST 264: World War II in Asia+
- HIST 262: Modern Japan
- HIST 348: Stereotyping Indian Cities
- HIST 340: Topics in East Asian History+
- HIST 342: Problems in Modern Chinese History: Film
- HIST 351: Contemporary Islamic Societies+
- HIST 345: Islamic Cultures in South Asia+
- HIST 347: Race & Empire in Colonial South Asia+

◦ **Field 2. Politics**

- POLS 210: Politics of Europe+
- POLS 211: Islam in Africa+
- POLS 213: Non-Violence and Politics of Change+
- POLS 214: Politics of South Africa
- POLS 215: Asian Politics+
- POLS 216: Politics of Middle East+
- POLS 217: African Politics+
- POLS 219: Politics of Latin America+
- POLS 240: American Foreign Policy
- POLS 241: Global Issues
- POLS 242: Politics of the Developing World+
- POLS 310: State and Nation Building+
- POLS 311: Comparative Nationalism+
- POLS 317: Global Democratization+
- POLS 318: Topics in Comparative Politics
- POLS 346: International Humanitarian Law
- POLS 347: International Institutions
- POLS 348: International Law
- POLS 349: Topics in International Relations

◦ **Field 3. Business and Economics**

- ECON 220: Macroeconomic Theory
- ECON 245: Child Labor in Latin America
- ECON 280: The Mexican-American Border+
- ECON 381: Economics of Development+
- BUSN 322: Emerging Markets Analysis+

- BUSN 341: Global Cultures & International Business-Chicago+
- BUSN 342: African Culture & Business Development+

◦ **Field 4. Cultures and Societies**

Education

- EDUC 320: Comparative and International Education+
- EDUC 322: Education in Developing Countries+

Modern Languages

Chinese

- CHIN 260: Intro to Chinese Culture in English
- CHIN 313: Chinese for International Affairs and Business

French

- FREN 305: Introduction to French Culture
- FREN 308: Contemporary France
- FREN 320: French for International Affairs & Business
- FREN 330: The French-Speaking World+
- FREN 333: Exploring French Culture thru Film
- FREN 340: Advanced French International Affairs

German

- GERM 333: Modern German Film

Spanish

- SPAN 304: Cocina y Cultura y Literatura+
- SPAN 306: Intro Latin American Culture+
- SPAN 308: Spain Today
- SPAN 320: Spanish for International Affairs
- SPAN 321: Business Spanish
- SPAN 333: Cine e Historia Espana y America Latina+
- SPAN 337: The Latin American World+
- SPAN 338: Cine Latinoamericano+
- SPAN 340: Advanced Spanish International Affairs
- SPAN 380: Cine, Literatura y Sociedad America Latino+
- SPAN 400: Women's Voices in Latin America+
- SPAN 425: Latin American Culture+
- SPAN 480: Literature & History in Hispanic World+

Philosophy

- PHIL 212: Multicultural Approaches to the Environment+
- PHIL 272: Currents in Latin American Thought+
- PHIL 275: Desire and Discipline: Asian Morals+
- PHIL 276: Social Justice and Human Rights+
- PHIL 277: Social Justice Versus Freedom?
- PHIL 285: Topics in Japanese Thought
- PHIL 305: Comparative Philosophy: East and West+

Religion

- RELG 213: Islam+
- RELG 214: Hinduism+
- RELG 215: Introduction to Buddhism+
- RELG 216: Chinese Religions+
- RELG 220: Islam and Pop Culture+
- RELG 255: Islam and Modernity+
- RELG 318: Contemporary Buddhism and Society+
- RELG 321: Jewish-Christian-Muslim Conversations

Sociology and Anthropology

- SOAN 221: Cultures of Modern Africa+
- SOAN 231: Histories & Cultures Latin America+
- SOAN 245: Medical Anthropology+
- SOAN 246: Anthropology of Communication+
- SOAN 247: Anthropology of Pacific Islands+
- SOAN 250: Anthropology of Globalization+
- SOAN 253: Family and Kinship+
- SOAN 271: Technology and Human Values+
- SOAN 280: Gender, Culture, and Society+
- SOAN 302: Sexuality and Society+
- SOAN 315: Social Ethics of Energy Production & Use+
- SOAN 322: Sociology of Islam+
- SOAN 354: Anthropology of Place+
- SOAN 355: Power and Violence+
- SOAN 385: Intellectuals and Society+
- SOAN 390: Sociology of Religion+

◦ **Field 5. Applied International Relations**

At the discretion of the IR Chair, an appropriate domestic or international internship may count as a single elective credit.

Foreign language proficiency

In addition to the twelve-course curriculum in international relations, IR majors shall demonstrate proficiency in a language other than English. This requirement may be satisfied with a grade of C minus or better in one foreign language course at the 300 level of instruction. 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 chair of the International Relations program shall arrange these special examinations and has the sole authority to waive this requirement.

Distributional requirements, double-counted courses, and course appeals

- Normally, students count three 100-level courses for the international relations major (ECON 110, POLS 110, and SOAN 110). The sole exception applies to students who meet the IR major's methods

course requirement with BUSN/ECON 180, in which case a curriculum with four 100-level courses is permissible.

- Of the twelve courses that comprise the international relations major, at least four courses must be at the 300 or 400 levels.
- IR majors may double-count two courses for the international relations major toward the other major or a minor.
- IR majors may appeal the IR chair to substitute as many as four transferable courses taken at another academic institution of higher learning in the United States and abroad for core and elective courses (other than the senior studies requirement).

Requirements for the Minor:

The International Relations (IR) minor is comprised of eight courses in two parts. Students must maintain a C average in courses taken to fulfill the IR minor requirements.

Part 1

CORE COURSES (4)

- POLS 245: Theories of International Relations
- Choose three of the following courses:
 - POLS 110: Introduction to Global Politics
 - ECON 110: Principles of Economics
 - SOAN 110: Introduction to Sociology and Anthropology
 - HIST 208: Europe 1715-1890 *or* HIST 209: Europe in the Twentieth Century
 - IREL 480: International Relations Senior Seminar *or* POLS 481: Senior Seminar in Global Politics^{***}

Part 2

Option A

- Four elective courses from at least two separate fields, with two at the 200 level and two at the 300 level.

Option B

- Two elective courses from separate fields, with one at the 200 level and one at the 300 level.
- Two foreign language courses (in the same language) at the 200 level or above.

IR minors may double-count two international relations courses with a major or another minor.

* Majors may also appeal to the IR chair to substitute a senior seminar in Business, Economics, History, or Sociology/Anthropology for IREL 480 or POLS 481. Consent of the appropriate senior studies instructors *and* the academic advisor is also required.

** Some of these courses are cross-listed in two or more departments and/or programs, but they are listed here according to their "home" department or program. Also, some courses, especially those at the 300 and 400 levels, have departmental/program prerequisites; please check the appropriate departmental/program web site for more information on prerequisites.

*** IR minors may also appeal to the IR chair to substitute a senior seminar in Business, Economics, History, and Sociology/Anthropology for IREL 480 or POLS 481. Consent of the appropriate senior studies instructors *and* the academic advisor is also required.

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Islamic World Studies

Faculty

[Ahmad Sadri](#)

Gorter Professor of Islamic World Studies and Professor of Sociology

Areas of Study: social theory, political sociology, sociology of religion, sociology of film, sociology of intellectuals

[Cynthia T. Hahn](#)

Professor of French

Areas of Study: French language; Francophone literature of Quebec, Africa, and Lebanon; French literature of the nineteenth and twentieth centuries; translation; business French; French film

[Catherine Benton](#)

Associate Professor and Chair of Religion

Areas of Study: history of religions, Asian religions, cross-cultural studies

[Fatima Z. Rahman](#)

Assistant Professor of Politics, Chair of Islamic World Studies

Areas of Study: comparative politics, Middle East politics, Islam and politics

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Course Descriptions

ISLM 202: History of India

A survey of civilization in south Asia over five millennia, focusing on core themes such as society, culture, political economy, administrative institutions, religious practices, and the impact of foreign invasions and cultures. Utilizing archaeological evidence as well as written sources, we study the peoples and civilizations of the subcontinent (including the Harappan civilization, the Aryans, technology and society from the Iron Age to the era of Buddha, the Mauryas and other north Indian polities, and the Gupta era and the kingdoms of south India). Then we discuss the Indo-Islamic heritage and the impact of Turkish rule, ending with the Mughal Empire. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 216, ASIA 202

ISLM 203: Modern South Asia

Survey of South Asia - today the countries of India, Pakistan and Bangladesh - from 1750 to the present, a period that includes more than a century and a half of British colonial rule. The course is designed to offer a critical study of the issues that shaped the region: the transition to colonialism in the eighteenth and early nineteenth centuries and its impact on the Indian economy, culminating in revolt against the British in 1857; the rise of Indian nationalist movements, the anti-colonial struggle, and events leading to independence and partition of the subcontinent in 1947 and the aftermath; political developments in the post-colonial states of India, Pakistan and Bangladesh. Theories about caste, class, gender, and the role of religion are explored in detail to illuminate the post-colonial problems of the subcontinent. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 217, ASIA 203

ISLM 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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 213, ASIA 213

ISLM 216: Politics of Middle East

Study will focus on issues of modernization; the nature of Middle East governments; the past and present impact of religion on the region's culture and socio-political system; the Arab-Israeli conflict and its implications for world peace; and the impact of oil on the economy and regime stability in the Persian Gulf region. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: POLS 216

ISLM 217: Ottoman Empire

This course examines the political, economic, and social dimensions of the Ottoman Empire from the 14th to the early 20th centuries. We will explore the global context in which the Ottoman Empire arose and the nature of the relationship between the Ottoman Empire and Europe. The course will also examine the dissolution of the Ottoman Empire in the context of the emergence of the modern Middle East. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

ISLM 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 interdisciplinary scholarly writings about the relationships between pop culture, religious identities, devotional practices, and political projects. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 220, ASIA 220

ISLM 243: Crusade & Holy War in Med Europe

(Crusade and Holy War in Medieval Europe) Medieval Europe experienced widespread debate about the use of violence by Christians. The course considers early definitions of Just War and the attempts by the church to control violence around the year 1000. Detailed examination of the origin of the idea of crusade and the history of the First Crusade (1095-99) from Christian, Jewish, Greek, and Muslim perspectives. Examines the later medieval phenomenon of crusade against other Christians.
Cross-listed as: HIST 243, RELG 248

ISLM 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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: RELG 255, ASIA 255

ISLM 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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ARTH 286

ISLM 308: 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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: FREN 308

ISLM 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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 310, ASIA 310

ISLM 311: Stereotyping Indian Cities

Stereotyping Indian Cities: 'Hindu' or 'Muslim.' This seminar analyzes the controversial aspects of Indian urbanization through case studies of ancient cities, pilgrimage centers, Mughal capitals, and colonial British metropolises. We will examine archaeological evidence, maps, official histories, travelogues, and regional literature on the Indian cities. We will analyze the colonial interpretation of Indian history as a contestation of two homogenous religious communities—Hindu and Muslim—and explore recent challenges to that model. The students will be involved in scholarly debates through a variety of written projects, including critical reviews and a research essay, as well as oral presentations. No prerequisite. HIST 202/203 recommended. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 348, ASIA 311

ISLM 312: Political Systems: Islamic World

About one in four countries have Muslim-majority populations. This course examines the political systems of the Islamic world, which spans the globe from Europe and Africa to Southeast Asia. Students learn about the variety of regime types among these countries, including absolute and constitutional monarchies, one-party republics, theocracies, and Islamic and liberal democracies. Particular attention is given to the role of religion, culture, economic development, and history in the formation and operation of the political orders of these countries. Prerequisite: POLS 110 or consent of instructor. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: POLS 311

ISLM 313: Political Islam

This course examines the interaction of Islam and politics. It begins with an examination of the relationship between Islam and politics in the early history of the Islamic state. It then studies the ways in which Islam is incorporated into Muslim countries today and the various models of contemporary Islam-state relations. The course also examines Islamist movements and parties, and their role in the domestic politics of Muslim countries, including the period of the Arab Spring. Prerequisite: Politics 110 or consent of instructor. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: POLS 313

ISLM 316: Contemporary Islamic Societies

This course will examine how Islamic societies responded to political and social changes as these societies transitioned from traditional empires to contemporary nation-states in the 19th and 20th centuries. The course will examine the process of introducing western political and social ideologies to traditional Islamic societies, and how adopting the model of the modern nation-state affected Islamic perspectives on politics, economics, and culture. The course will explore the diversity of Islamic communities and the challenges these have experienced from the 19th to the 21st centuries.

Prerequisites: At least one course listed as HIST or ISLM. This course is not open to first-year students. (Meets Cultural Diversity Requirement.)

Cross-listed as: HIST 351

ISLM 317: Islamic Cultures in South Asia

This seminar focuses upon the shared history and cultural heritage of Muslims in the Indian sub-continent. It will cover the Muslim experience from the conquest of Sindh (750 CE), through the medieval and early modern empires, to the events leading to the partition of the Indian subcontinent (1947), bringing the story to the present. Questions of identity, assimilation, and integrative processes will be examined through an exploration of

political, administrative, and intellectual history. The experiences, thoughts, and perspectives of mystics, poets, and women will be highlighted to investigate the role of Muslims in shaping and enriching the cultures, society, and religious traditions of the Indian subcontinent. Prerequisite RELG/ISLM 213 or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 345, ASIA 317, RELG 317

ISLM 321: Jewish-Christian-Muslim Conv

(Jewish-Christian-Muslim Conversations) This course examines the role the Christian Testament plays in including Jews and Judaism in the Christian story, and the Qur'anic treatment of Christians/Christianity and Jews/Judaism. We consider the relationships among these three monotheistic traditions in the course of their shared history up to our own day. We will study both positive and negative moments in these conversations. Finally, we will explore ways of healing the rifts that have developed in the course of these conversations. Prerequisite: any course in religion, junior standing or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 321

ISLM 322: 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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 322

ISLM 330: The French-Speaking World

This course will familiarize students with the history, politics and contemporary culture of various areas of the French-speaking world (such as in Canada, Africa, the Middle East and Western Europe); particular attention will be paid to areas of the French-speaking Islamic World. Topics will vary, and may include discussion of immigration, women's issues, political conflict, changing social and national identity. The course will draw from film, literature, critical materials and contemporary news sources. Prerequisite: French 212 or 220. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: FREN 330

ISLM 349: Topics: U.S. Presidents & Jerusalem

Until 1967, the U.S. accepted the international consensus on the issue of Jerusalem, which called for the internationalization of the city according to General Assembly Resolution 181. Also, the U.S. refused to recognize both Israel's annexation of West Jerusalem and Jordan's annexation of East Jerusalem. After the 1967 War, Israel extended its control to Arab East Jerusalem and later declared all Jerusalem its eternal capital. Since then, American presidents have stopped short of pressuring Israel to abide by Resolution 181, arguing instead that the future of Jerusalem should be negotiated between Israel and the Palestinians. This course studies the complex history of the positions of modern American presidents on Jerusalem, focusing on how American domestic politics has shaped U.S. policy and the interactions between U.S. presidential administrations and international actors on the status of Jerusalem.

Cross-listed as: IREL 349

Requirements

MINOR IN ISLAMIC WORLD STUDIES

No major is available.

Requirements for the Minor:

At least 6 courses

- 1 required foundational course: RELG/ISLM/ASIA 213, Global Islam
- 5 electives: any ISLM or Arabic language course, including one course at the 300-level.

IWS minors are encouraged to take Arabic and to participate in a study abroad program in a country with a significant Muslim population.

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Latin American Studies

Faculty

[Carolyn Tuttle](#)

Betty Jane Schultz Hollender Professor and Chair of Economics, Business, and Finance and Director of Border Studies

Areas of Study: macroeconomic theory, money and banking, border studies, women in the work force, child labor in Latin America

[David George](#)

Professor of Spanish and Portuguese

Areas of Study: Spanish language, Spanish literature, Latin American studies, Portuguese language, theater, translation

[Les R. Dlabay](#)

Professor of Economics and Business, Chair of Area Studies

Areas of Study: mass media/marketing research, Latin American global business, Asian business culture and trade relations, financial accounting

[Ann M. Roberts](#)

James D. Vail III Professor of Art, Associate Dean of Faculty, Director of the Learning & Teaching Center

Areas of Study: ancient, medieval, and early modern art history

[Steven Rosswurm](#)

Professor of History

Areas of Study: American history, Mexican history

[Gizella Meneses](#)

Associate Professor of Spanish, Chair of Modern Languages and Literatures

Areas of Study: U.S. Latino/a literatures and cultures, testimonial literature, Latin American colonial studies, Latino and Latin American cultural studies and film

[Daniel Hanna](#)

Assistant Professor of French and Spanish, Chair of Latin American Studies

Areas of Study: French literature, literature in translation

[Lynn C. Westley](#)

Assistant Professor of Biology, Internship Coordinator

Areas of Study: plant ecology

Jump to:

[Course Descriptions](#)

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Course Descriptions

LNAM 202: Chicago: Local and Global

Chicago is a global and a 'local' city. On the one hand, the city is involved in manufacturing, trade, and services on a worldwide basis. On the other hand, Chicago is a city of neighborhoods, often based on strong ethnic and racial identities. The course examines the city's dual quality by studying the interconnections between the world economy and the daily life of Chicagoans. A key connection is immigration, which we shall explore from the standpoint of several important communities, including, most prominently, Hispanics/Latinos, as well as African-Americans, Eastern Europeans, and Asians. The course will take both an historical and contemporary approach, as we analyze how the city developed economically, politically, and culturally since the late 19th century, as well as how the city is adjusting today in an age of globalization. No prerequisites.

Cross-listed in Politics and American Studies, and serves as an elective for Urban Studies. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: POLS 239, AMER 226

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: POLS 219

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ARTH 226

LNAM 236: Latin American Film

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SPAN 236

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. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 110.
Cross-listed as: ECON 245

LNAM 257: History of Mexico

This course broadly surveys Mexican history from the pre-Conquest period to the Chiapas revolt in 1994. The meaning of progress, the sacred and indigenous culture, imperialism's impact, and popular mobilization are among its recurring themes. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 272

LNAM 270: Latin American History

This course will introduce students to major transformations in Latin American history from the Pre-Columbian era to the present, including in Mexico, Central America, South America, and the Caribbean. We will examine the social, political, and economic institutions that shaped the colonial system; we will then study how a diverse set of actors created independent nations in the early nineteenth century. We will conclude by exploring the important influence exerted by the United States as these new Latin American nations consolidated their cultural identity, forms of government, and territorial borders.
Cross-listed as: HIST 270

LNAM 274: Latino Social Movements

This course will provide a historical examination of the different political strategies used by the Latino population of the United States—including both US citizens and foreigners—to defend their civil, economic, political, and human rights throughout the 20th century. We will read about Mexicans, Puerto Ricans, Dominicans, Cubans, and their US-born children, paying special attention to the diplomatic, political, and economic relations between the US and their countries of origin. A constant theme in this course is the tension between Latino efforts to attain full citizenship in the United States and the struggle to achieve pan-ethnic solidarity. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: HIST 274, AMER 274

LNAM 280: The Mexican-American Border

As the only place where the third world and first world touch, the Mexican-American border is unique. This course will focus on the 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 will begin with the history of the border from the Gadsden Purchase in 1854 to the passage of NAFTA in 2004 and then examine the impact of free trade on Mexico. The course will explore 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. The course involves a three-week stay along the border in May. Pre-requisites: ECON 110 and SPAN 112 or its equivalent. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: IREL 280, BUSN 280, ECON 280, SPAN 201

LNAM 302: The Latin American World

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SPAN 337

LNAM 304: Cocina y Cultura y Literatura

Cocina y cultura y literatura (Cuisine, Culture and Literature) is an immersion type course in which students read fiction and poetry about food. They research and debate ethical and social issues, such as genetic modification of plants, food distribution, hunger, malnutrition, obesity, and anorexia. The students will be responsible for preparing authentic dishes and explaining their cultural significance to the class. Excursions might include visits to a local Hispanic market, a Spanish-speaking soup kitchen, ethnic restaurants, or homes of native Spanish speakers. Prerequisite: Spanish 212. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SPAN 304

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SPAN 306

LNAM 319: Continuing Portuguese

The course will continue the study of the Portuguese of Brazil, begun in Spanish 317, Spanish for Portuguese Speakers. The course will strengthen the basic skills of reading, writing, understanding, and speaking Portuguese and will include many aspects of Brazilian culture: music, films, magazines, current events, and literature. Prerequisite: Spanish 317 or other immersion experience in Portuguese. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SPAN 319

LNAM 322: Emerging Markets Analysis

Analysis of emerging markets of East Asia and Latin America, paying particular attention to growth strategies and the impact of market reforms, financial markets development, and foreign capital flows on economic performance of these countries. The course relies on case studies from Asian countries of China, South Korea, Thailand, Singapore, and Hong Kong and Latin American economies of Brazil, Argentina, Mexico, and Chile. (Meets GEC Cultural Diversity Requirement.) Prerequisite: ECON 220.
Cross-listed as: BUSN 322, ASIA 322

LNAM 325: U.S. Latino Literature

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SPAN 325

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. (Counts toward the Spanish major and minor. Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SPAN 333

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SPAN 334

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SPAN 338

LNAM 345: Latino Identities in Chicago

(Meets GEC Cultural Diversity Requirement.)

LNAM 380: Cine, Literatura y Sociedad Amr Lat

(Cine, Literatura y Sociedad en America 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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: SPAN 380

LNAM 382: Econ Policy Making in Lat Am

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 Bember, and Alicia Steimberg will be studied. Prerequisite: a 300-level Spanish course. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: SPAN 400, GSW 400

LNAM 470: Latin American Global Business

Emphasizes analytic activities and case problems for corporate and entrepreneurial organizations operating or considering operations in Latin America. Economic theories, statistical tests, accounting records, financial analysis, and marketing concepts will be used to investigate business situations. (May be taken by business and international relations majors to meet GEC Senior Studies Requirement. Meets GEC Cultural Diversity Requirement if not used for GEC Senior Studies Requirement.) Prerequisites: BUSN 130 (or BUSN 180), BUSN 230, ECON 210, ECON 220, and FIN 210 (or FIN 237); or permission of instructor for Latin American Studies majors. Cross-listed as: BUSN 470

Requirements

MAJOR AND MINOR IN LATIN AMERICAN STUDIES

Requirements for the Major:

At least 10 credits

- 2 courses in the arts and humanities chosen from:
 - Art 226: Colonial Latin American Art
 - Philosophy 272: Currents in Latin American Thought
 - any course in Spanish, Foreign Civilization, or Literature in Translation on Latin America
- 2 courses in the social sciences chosen from:
 - Economics 245: Child Labor in Latin America
 - Business/Economics/IREL 280/Spanish 201: The Mexican-American Border
 - Business 470: Latin American Global Business
 - History 272: History of Mexico
 - Politics 219: The Politics of Latin America
 - any course in Sociology & Anthropology on Latin America
- 5 additional courses, with at least 2 at the 300-level, chosen from:
 - Art 226: Colonial Latin American Art
 - Biology / Environmental Studies 380: Tropical Ecology and Conservation
 - Business 470: Latin American Global Business
 - Economics 245: Child Labor in Latin America
 - Economics / Business 322: Emerging Markets Analysis
 - Economics / Business 489: Globalization and its Impact on Rich and Poor Countries
 - History 272: History of Mexico
 - Philosophy 272: Currents in Latin American Thought
 - Politics 219: The Politics of Latin America
 - Politics 239/Spanish 202: Chicago: Local and Global
 - Sociology & Anthropology 231: Histories and Cultures of Latin America
 - Sociology & Anthropology 242: Maya Cultures and Histories
 - Sociology & Anthropology 243: Andes Cultures and Histories
 - Sociology & Anthropology 272: Popular Culture in Latin America
 - Spanish 236: Latin American Film
 - Spanish 304: Cocina y cultura
 - Spanish 305: The Civilization of Spain
 - Spanish 306: Introduction to Latin American Culture
 - Spanish 313: Spanish for Heritage Speakers
 - Spanish 317: Portuguese for Spanish Speakers
 - Spanish 320: Spanish for International Affairs
 - Spanish 325: U.S. Latino Literature
 - Spanish 333: Cine e Historia en América Latina
 - Spanish 335: Survey of Latin American Literature
 - Spanish 337/Latin American Studies 302: The Latin American World
 - Spanish 338: Cine Latinoamericano
 - Spanish 339/Latin American Studies 209: Brazilian Literature in Translation
 - Spanish 350: Modern Latin American Narrative in Translation
 - Spanish 365: Latin American Narrative

- Spanish 367: Latin America: A Creative Approach
 - Spanish 370: Hispanic Poetry
 - Spanish 380: Cine, Literatura y Sociedad en América Latina
 - Spanish / Women's and Gender Studies 400: Special Studies: Women's Voices in Latin America
 - Spanish 425: Latin American Culture and Civilization
 - Spanish 480: Senior Seminar in Spanish (in years when the topic is pertinent to Latin American Studies)
 - 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 Studies Committee. Students are encouraged to participate in Lake Forest College's Fall semester International Internship Program in Grenada Spain, which provides a professional internship experience. The committee also recommends the Border Studies Program (LNAM 280) offered in the spring semester. The two Costa Rica programs sponsored by the Associated Colleges of the Midwest are also recommended. All credits earned on foreign programs will count at the 300 or 400 level.
 - other alternatives – A maximum of two credits may be obtained through tutorials, research projects, creative projects, and domestic internships.
- the Senior Studies requirement can be completed in one of the following ways:
 - Latin American Studies 480: Senior Seminar
 - 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 7 credits

- 2 courses in the arts and humanities chosen from:
 - Art 226: Colonial Latin American Art
 - Philosophy 272: Currents in Latin American Thought
 - any course in Spanish, Foreign Civilization, or Literature in Translation on Latin America
- 2 courses in the social sciences chosen from:
 - Economics 245: Child Labor in Latin America
 - Business 470: Latin American Global Business
 - History 272: History of Mexico
 - Politics 219: The Politics of Latin America
 - any course in Sociology & Anthropology on Latin America
- students may complete the 3 remaining credits through the following course options:
 - Art 226: Colonial Latin American Art
 - Biology / Environmental Studies 380: Tropical Ecology and Conservation
 - Business 470: Latin American Global Business
 - Economics 245: Child Labor in Latin America
 - Economics / Business 322: Emerging Markets Analysis
 - Economics / Business 489: Globalization and its Impact on Rich and Poor Countries
 - History 272: History of Mexico
 - Philosophy 272: Currents in Latin American Thought
 - Politics 219: The Politics of Latin America
 - Sociology & Anthropology 231: Histories and Cultures of Latin America
 - Sociology & Anthropology 242: Maya Cultures and Histories
 - Sociology & Anthropology 243: Andes Cultures and Histories
 - Sociology & Anthropology 272: Popular Culture in Latin America
 - Spanish 236: Latin American Film
 - Spanish 304: Cocina y cultura
 - Spanish 305: The Civilization of Spain
 - Spanish 306: Introduction to Latin American Culture
 - Spanish 313: Spanish for Heritage Speakers
 - Spanish 317: Portuguese for Spanish Speakers
 - Spanish 320: Spanish for International Affairs
 - Spanish 325: U.S. Latino Literature
 - Spanish 333: Cine e Historia en España y América Latina
 - Spanish 335: Survey of Latin American Literature
 - Spanish 337/Latin American Studies 302: The Latin American World

- Spanish 338: Cine Latinoamericano
- Spanish 339/Latin American Studies 209: Brazilian Literature in Translation
- Spanish 350: Modern Latin American Narrative in Translation
- Spanish 365: Latin American Narrative
- Spanish 367: Latin America: A Creative Approach
- Spanish 370: Hispanic Poetry
- Spanish 380: Cine, Literatura y Sociedad en América Latina
- Spanish / Women's and Gender Studies 400: Special Studies: Women's Voices in Latin America
- Spanish 425: Latin American Culture and Civilization
- Spanish 480: Senior Seminar in Spanish (in years when the topic is pertinent to Latin American Studies)
- 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 Studies Committee. Students are encouraged to participate in Lake Forest College's Fall semester International Internship Program in Grenada Spain, which provides a professional internship experience. The committee also recommends the Border Studies Program (LNAS 280) offered in the spring semester. The two Costa Rica programs sponsored by the Associated Colleges of the Midwest are also recommended. All credits earned on foreign programs will count at the 300 or 400 level.
- other alternatives – A maximum of two credits may be obtained through tutorials, research projects, creative projects, and domestic internships.

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Legal Studies

Faculty

Jump to:

[Requirements](#)

[Louis G. Lombardi](#)

Professor and Chair of Philosophy, Chair of Social Justice Studies, Director of the Ethics Center

Areas of Study: ethics, political philosophy, Greek thought

[Glenn Adelson](#)

Associate Professor and Chair of Environmental Studies

Areas of Study: conservation biology and restoration ecology, conceptualizing biodiversity, literature and the environment

[Siobhan Moroney](#)

Associate Professor and Chair of Politics

Areas of Study: political theory, American politics

[David Boden](#)

Associate Professor of Sociology

Areas of Study: cultural sociology, law and social policy, research methods, community and identity

[Debra Homer Levis](#)

Assistant Professor of Politics and Chair of Legal Studies

Areas of Study: American politics and law

[Stephanie Caparelli](#)

Lecturer in Politics

Areas of Study: politics and law

Requirements

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
 - Environmental Studies 361: Environmental Law
 - Environmental Studies 388: Who Speaks for Nature?
 - History 239: History of Education in American Society
 - History 306: Civil Rights Movement
 - Philosophy 240: Philosophy of Law
 - Politics 261: American Constitutional Law
 - Politics 262: Jurisprudence: Philosophy of American Law
 - Politics 266: The Judiciary
 - Politics 267: Intro to Criminal Law & Procedure
 - Politics 268: Law, Medicine and Ethics
 - Politics 269: Testimony and Trials
 - Politics 318: Race and Criminal Justice in America
 - Politics 346: International Humanitarian Law

- Politics 348: International Law
- Politics 357: Justice and the Law
- Politics 361: The First Amendment
- Politics 363: The Fourteenth Amendment
- Politics 365: Civil Liberties
- Politics 369: Special Topics in Public Law: Federal Indian Law
- Politics 484: Senior Seminar in American Politics and Law: Searches, Seizures, and Security
- 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.

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Mathematics and Computer Science

Faculty

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[David Yuen](#)

Professor of Mathematics and Computer Science

Areas of Study: modular forms, algebraic geometry, Riemann surfaces, computer science

[DeJuran Richardson](#)

Professor of Mathematics

Areas of Study: statistics, biostatistics

[Robert Holliday](#)

Professor and Chair of Mathematics and Computer Science

Areas of Study: computer science, combinatorics

[Jill Van Newenhizen](#)

Associate Professor of Mathematics

Areas of Study: social choice theory, functional analysis

[Craig Knuckles](#)

Associate Professor of Mathematics and Computer Science

Areas of Study: control theory and optimization, functional analysis, computer science

[Sugata Banerji](#)

Assistant Professor of Computer Science

Areas of Study: computer vision, scene understanding, machine learning

[Enrique Treviño](#)

Assistant Professor of Mathematics

Areas of Study: number theory, analytical and computational number theory

[Ruthane Bopp](#)

Instructor of Mathematics and Registrar of the College

Areas of Study: real analysis, algebra

[Marvin Johnson](#)

Senior Lecturer in Mathematics

Areas of Study: history of mathematics, educational statistics

[George Pryjma](#)

Lecturer in Education

Areas of study: math education

Safa Hamed

Lecturer in Mathematics

Areas of Study:

[Min Pak](#)

Lecturer in Computer Science

Areas of Study: digital media design

[Alla Podolny](#)

Lecturer in Mathematics

Areas of Study: theory of nonlinear waves, nonlinear stability theory of

viscous and convection flows, pattern formation theory, convection in systems with interface, microgravity phenomena, nanofluids

Gladys Poma

Lecturer in Mathematics

Areas of Study: real analysis, probability and statistics, geometry

EMERITUS FACULTY

Edward Packel

Ernest H. Volwiler Professor of Mathematics, Emeritus

Areas of Study: functional analysis, applications of mathematics to the behavioral and social sciences, computer science

Course Descriptions

Other courses:

Mathematics

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.

CSCI 109: Intro to Programming for Robots

This course introduces the basic elements of computer programming by using the Mindstorms programming environment. Students work in teams, writing programs to make their robots perform assigned tasks. The standard building blocks of programming (sequencing, repetition, selection) are developed in the user-friendly, icon-based, drag-and-drop Mindstorms environment. During the second half of the course, students program robots in Python and Java. Each student must have a laptop computer for each class session. This is a beginning course, designed for students with no programming experience. (Not open to students who have completed FIYS 113 or CSCI 112. Does not satisfy requirements for the CSCI major or minor.)

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.

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.

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.

CSCI 214: Principles of Digital Logic

Basic logic, digital electronics, microcomputer architecture, and interfacing, with hands-on laboratory activity. Prerequisite: Computer Science 213.

CSCI 260: Symbolic Logic

An introduction to propositional and predicate logic. Topics include formal semantics, translation, natural deduction, quantification theory, and completeness. The relevance of logic to computer theory and artificial intelligence is stressed.

CSCI 270: Web Development

This course builds upon Web programming fundamentals. Review of HTML fundamentals and introduction to HTML 5. Review of CSS fundamentals. Detailed coverage of CSS topics including cascade, selectors, box model, positioning, and pure CSS page layout. Introduction to grid design and wireframing. Review of JavaScript fundamentals. Introduction to using pre-written DHTML widgets and JavaScript frameworks such as JQuery. Introduction to server-side scripting with PHP. Prerequisites: Art 142 and CSCI 107. Students are encouraged to take CSCI 112 before this course.

CSCI 277: Web Design and Development

In a project and laboratory-based format, this course focuses on the intersecting skills sets and theoretical knowledge of the graphic artist and Web programmer. Core concepts covered include Web site conceptualization, design conventions and usability considerations, constructing graphical mockups, progressing to XHTML/CSS integration and template construction. Additional topics include Web standards and validation, open source content management systems, dynamically server generated pages, and data collection with XHTML forms. Students will gain proficiency with software such as Adobe's Illustrator and Dreamweaver. A computer laboratory fee will be assessed for this course. Pre-requisites: CSCI 107 and Art 142.
Cross-listed as: ART 277

CSCI 312: Client-Server Web Applications

An in-depth study of building Web applications using the client-server model. Topics include an overview of HTML and HTML forms for collecting user data, client-server interaction, CGI programming, storage and manipulation of server data using databases, and returning dynamic content to the client. Preprocessed HTML documents with PHP or Java Server Pages and Web session control with cookies and other useful objects. Additional topics may include the distributed object framework, XML for data extensibility, and an overview of Microsoft's Active Server Pages (ASP) and .NET platform for distributed Web applications. Prerequisite: Computer Science 212.

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: Computer Science 212.

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 as: MATH 323

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 as: 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 212 and 213.

CSCI 360: Math Modeling

Introduction to the process and techniques of modeling actual situations using mathematical methods and computer simulation. Topics may include optimization, dynamical systems, axiom systems, queuing theory, and introduction of a simulation language. Team projects and reports. Prerequisites: Mathematics 111, Computer Science 212, and some additional sophistication in at least one of the following: mathematics, computer science, or applying mathematics in a field of interest.

CSCI 365: Algebraic Coding Theory

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 as: 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 425: Artificial Intelligence

An introduction to AI via topics including tree and graph searches, min-max methods, alpha-beta pruning, heuristics, backtracking, natural language processing, and computer vision. Prerequisite: Computer Science 212.
Cross-listed as: NEUR 425

CSCI 427: 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 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 212 and 213.

CSCI 488: Senior Seminar in Computer Science

A seminar-like discussion of software engineering, object-oriented design, and large-scale software development. Students will practice modern software engineering as well as read and present papers concerning the subject. Prerequisites: Computer Science 317, 318 and permission of the instructor. (Meets GEC Senior Studies Requirement.)

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, 318, and permission of instructor. (Meets GEC Senior Studies Requirement.)

Mathematics Courses

MATH 103: Nature of Mathematics

Intended for students with primary interests in the humanities and social sciences. The course uses set theory, logic, and language as a foundation for studying a variety of topics central to the development of modern mathematics. Emphasizing the central role of language in mathematics, the course shows that mathematics is about communication of ideas. Topics will be explored through experimentation with computers where appropriate using games, puzzles, and group projects as well as lectures and discussions. Additional topics include codes and basic geometry. The course will focus on the interplay of different ideas.

MATH 104: Elem Math from Advanced Standpoint

MATH 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: EDUC 104
Cross-listed as: EDUC 104

MATH 105: Elementary Functions

Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry. (Does not meet GEC Natural and Mathematical Sciences Requirement. Not open to students who have completed Math 110 with a grade of C- or better.)

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.

MATH 111: Calculus II

The calculus of functions of one variable. Integration, applications of integration, sequences, and series. Prerequisite: Mathematics 110.

MATH 115: Honors Calculus I

Theory and applications of the calculus of functions of one variable. Limits, continuous functions, differentiable functions, the definite integral, and applications. Prerequisite: permission of the instructor.

MATH 116: Honors Calculus II

Continuation of Mathematics 115. Integration and applications, sequences, infinite series. Prerequisite: permission of the instructor.

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.

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.)

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.

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.

MATH 211: Math of Chaos

A study of nonlinear dynamical systems, including iteration of functions, attracting and repelling periodic orbits, bifurcation, the period doubling route to chaos, complex dynamics, fractals, and Mandelbrot and Julia sets. Real-world implications and applications of chaos. Can meet the requirements for a 300-level-or-above mathematics course on completion of an additional project approved by the instructor. Prerequisite: Mathematics 111.

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.

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.

MATH 231: Linear Algebra

Vector spaces, linear independence, linear transformations, matrices, determinants, and applications to geometry. Prerequisite: Mathematics 230 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 320: Mathematical Methods

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 as: CSCI 323

MATH 329: Number Theory

Mathematical induction, divisibility properties of integers, prime numbers, and congruences. Prerequisite: Mathematics 230 or permission of the instructor.

MATH 330: Modern Algebra I

A study of algebraic structures with emphasis on groups, rings, and fields. Prerequisite: Mathematics 230.

MATH 331: Modern Algebra II

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.

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 as: 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.

MATH 351: 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.

MATH 360: Mathematical Modeling

MATH 365: Algebraic Coding

A study of the algebraic structure of codes designed to transmit messages through a noisy channel in an efficient and relatively error-free fashion. Topics include finite-dimensional vector spaces over a finite field and the connection between coding theory and areas such as geometry, combinatorics, and number theory. Prerequisite: Mathematics 231 or permission of the instructor.

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 as: CSCI 375

MATH 410: Topology

Point set topology. Such topics as topological spaces, separation axioms, covering properties, metrization, convergence and completeness, and homotopy theory. Prerequisite: Mathematics 230.

MATH 411: Topics in Modern Analysis

Introductory notions of functional analysis. Banach spaces, integration and measure, Hilbert spaces, and commutative Banach algebras. Prerequisite: Mathematics 311.

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. (Meets GEC Senior Studies Requirement.)

Requirements

MAJORS AND MINORS IN MATHEMATICS AND COMPUTER SCIENCE

The Department of Mathematics & Computer Science is a joint department that offers 2 majors and 2 minors – a major and minor in mathematics and a major and minor in computer science.

Requirements for the Major in Mathematics:

At least 12 credits

- Mathematics 110: Calculus I (or Mathematics 115: Honors Calculus I)
- Mathematics 111: Calculus II (or Mathematics 116: Honors Calculus II)
- Mathematics 210: Multivariable Calculus
- Mathematics 230: Introduction to Abstract and Discrete Mathematics
- Mathematics 231: Linear Algebra
- Mathematics 311: Introduction to Real Analysis
- Mathematics 330: Modern Algebra I
- Computer Science 112: Introduction to Object-Oriented Programming
- 1 of the following 2-course sequences:
 - Mathematics 331: Modern Algebra II and an additional Mathematics course at the 300-level or above
 - Mathematics 350: Mathematical Probability and Mathematics 351: Mathematical Statistics
 - Mathematics 411: Topics in Modern Analysis (Real Analysis II) and an additional Mathematics course at the 300-level or above
- At least 1 additional course chosen from the following:
 - Physics 120: General Physics I
 - Philosophy 265 / Computer Science 260: Symbolic Logic
 - Economics 330: Econometrics
 - any Computer Science course numbered 212 or above
- The Senior Studies requirement, which can be met in one of the following ways:
 - a senior seminar
 - a senior thesis

Internship credit may not be counted toward the major.

Most majors who plan careers in mathematics elect more than the minimum number of courses that are required. A reading knowledge of a foreign language is strongly recommended for students who plan to attend graduate school.

Requirements for the Minor in Mathematics:

At least 7 credits

- Mathematics 110: Calculus I (or Mathematics 115: Honors Calculus I)
- Mathematics 111: Calculus II (or Mathematics 116: Honors Calculus II)
- Mathematics 210: Multivariable Calculus
- Mathematics 230: Introduction to Abstract and Discrete Mathematics
- 1 of the following courses:
 - Mathematics 214: Differential Equations
 - Mathematics 231: Linear Algebra
- Computer Science 112: Introduction to Object-Oriented Programming
- at least 1 additional Mathematics course at the 300-level or above

Recommendations for Students Interested in Actuarial Science:

The department encourages students interested in the actuarial profession to prepare for the examinations administered by the Society of Actuaries for certification as an Associate or Fellow in that professional organization. Students interested in the actuarial profession should choose the following courses:

- Mathematics 110: Calculus I (or Mathematics 115: Honors Calculus I)
- Mathematics 111: Calculus II (or Mathematics 116: Honors Calculus II)
- Mathematics 210: Multivariable Calculus
- Mathematics 230: Introduction to Abstract and Discrete Mathematics
- Mathematics 231: Linear Algebra
- Mathematics 314: Numerical Analysis

- Mathematics 350: Mathematical Probability
- Mathematics 351: Mathematical Statistics

Requirements for the Major in Computer Science:

The Computer Science major is designed to prepare students, within a liberal arts setting, for careers or graduate work in the field of computer science. The curriculum emphasizes core fundamentals, object-oriented programming and design, Web-centric computing, and important application domains as well as theoretical results. Instruction takes advantage of a wide range of computer technology to facilitate learning and exploration. The departmental labs are fully-networked, providing Windows, Macintosh, and Linux computing environments. Students interested in the major are strongly encouraged to begin their studies during their first year.

The minimum requirements for the major in Computer Science are completion of at least 10 courses as follows:

- Mathematics 110
- Mathematics 230
- Computer Science 112
- Computer Science 212
- Computer Science 213
- Computer Science 317
- Computer Science 318 or Computer Science 336.
- Two additional courses in Computer Science numbered 300 or above.
- The senior seminar (Computer Science 488 or Computer Science 489) or senior thesis in Computer Science.

Internship credit may not be counted toward the major.

Recommended (but not required) are the following:

- Mathematics 111
- Mathematics 150 (or 350 and 351 for a stronger theoretical background),
- Mathematics 231
- Mathematics 314
- Mathematics 375
- Philosophy 265
- Students interested in attending graduate school in computer science are strongly encouraged to take Computer Science 434 and Computer Science 461.

Requirements for the Minor in Computer Science:

The Computer Science minor is designed to impart the basics of the field of computer science and develop a proficiency in programming. In addition to a foundation in traditional object oriented programming, at least one course in Web programming is required.

The minimum requirements for the minor in Computer Science are completion of at least 6 courses as follows:

- Mathematics 110
- Computer Science 107 (Computer Science 312 or 318 may be substituted for 107.)
- Computer Science 112
- Computer Science 212
- Two additional courses from the following list:
 - Computer Science 213
 - Computer Science 312
 - Computer Science 317
 - Computer Science 318
 - Computer Science 336

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Faculty

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[Ann M. Roberts](#)

James D. Vail III Professor of Art, Associate Dean of Faculty,
Director of the Learning & Teaching Center

Areas of Study: ancient, medieval, and early modern art history

[Carla Arnell](#)

Associate Professor of English

Areas of Study: ancient and medieval literature, history of the English novel

[Anna Trumbore Jones](#)

Associate Professor and Chair of History

Areas of Study: ancient and medieval history

[Richard Pettengill](#)

Associate Professor of Theater

Areas of Study: dramaturgy, performance studies, renaissance drama,
theater history

[Dustin Mengelkoch](#)

Assistant Professor of English, Chair of Medieval and
Renaissance Studies

Areas of Study: ancient and early modern literature, neo-Latin, history of
the book, literary criticism

Requirements

MINOR IN MEDIEVAL AND RENAISSANCE STUDIES

No major is available

Requirements for the Minor:

At least 6 credits

- History 205 or History 328
- English 210
- Art History 211 or Art History 212
- 3 courses as electives, from the list below, at least 2 of which must be at the 300-level or higher
 - Art History 211: Medieval Art
 - Art History 212: Italian Renaissance Art
 - Art History 223: Northern Renaissance Art
 - Art History 380: Renaissance Art and Domesticity
 - 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
 - Greek Civilizations 204: Greece in Byzantine-Medieval Ages
 - History 205: Medieval History
 - History 243: Crusade & Holy War in Medieval Europe
 - History 322: Roman & Medieval Christianity
 - History 324: Charlemagne: His World
 - History 326: Identity, Body, and Persecution in Medieval Europe
 - History 328: European Reformations, 1200-1600
 - Literature in Translation 210: Don Quijote and Imperial Spain
 - Music 360: Music History I
 - Theater 230: History of Drama I: Greeks to Shakespeare

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).

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Modern Languages and Literatures

Faculty

Jump to:

[Course Descriptions](#)

[Requirements](#)

[Jean-Luc Garneau](#)

Professor of French

Areas of Study: linguistics, littérature Québécoise, French literature of the twentieth century, translation

[David George](#)

Professor of Spanish and Portuguese

Areas of Study: Spanish language, Spanish literature, Latin American studies, Portuguese language, theater, translation

[Cynthia T. Hahn](#)

Professor of French

Areas of Study: French language; Francophone literature of Quebec, Africa, and Lebanon; French literature of the nineteenth and twentieth centuries; translation; business French; French film

[Lois Barr](#)

Associate Professor of Spanish

Areas of Study: Spanish language, Latin American literature, peninsular literature

[Richard Fisher](#)

Associate Professor of German, Chair of Classical Studies

Areas of Study: Goethezeit, modern German literature, literary genres, epic literature, comparative studies

[Gizella Meneses](#)

Associate Professor of Spanish, Chair of Modern Languages and Literatures

Areas of Study: U.S. Latino/a literatures and cultures, testimonial literature, Latin American colonial studies, Latino and Latin American cultural studies and film

[Daniel Hanna](#)

Assistant Professor of French and Spanish, Chair of Latin American Studies

Areas of Study: French literature, literature in translation

[Ying Wu](#)

Assistant Professor of Chinese

Areas of Study: Sociolinguistics; Chinese Linguistics; Business Chinese; Chinese Literature in translation and Culture

Philip Lenczycki

Lecturer in Chinese

Area of Study:

Patricio Rizzo-Vast

Lecturer in Spanish

Areas of Study:

Sharon Jackson

Lecturer in Spanish

Area of Study:

Beth Sanchez
Lecturer in Spanish

Areas of Study:

Hassen Bettaieb
Lecturer in Arabic and French

Area of Study: Arabic

Eiko Ichinose
Lecturer in Japanese

Area of Study: Japanese language

EMERITUS FACULTY

Clayton Gray, Jr.
Associate Professor of German, Italian, and Russian,
Emeritus

Areas of Study: German language; medieval, nineteenth-, and twentieth-century German literature; comparative literature; Russian and Italian language

Course Descriptions

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.

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.

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.

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.

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.
Cross-listed as: ASIA 108

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 109

CHIN 110: Beginning Chinese I

This course is an introduction to the forms of spoken Chinese. Most of the fundamental structures are covered in Chinese 110 and 112, together with writing practice. 112 is a continuation of 110. Lab work is an integral part of the sequence.
Cross-listed as: ASIA 110

CHIN 112: Beginning Chinese II

This course is an introduction to the forms of spoken Chinese. Most of the fundamental structures are covered in Chinese 110 and 112, together with writing practice. 112 is a continuation of 110. Lab work is an integral part of the sequence.
Cross-listed as: ASIA 112

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.
Cross-listed as: ASIA 114

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.
Cross-listed as: ASIA 210

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.
Cross-listed as: ASIA 212

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.
Prerequisites: No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 230

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 251

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 260

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 312

CHIN 313: Chinese for Int'l Affairs&Business

(Chinese for International Affairs and Business). The course grounds students in real-world applications of political, economic and business/marketing concepts and terminology. The goal of this course is to develop students' Chinese language skills in a communicative political and business context while being aware of Chinese socio-cultural issues. It includes a concurrent emphasis on business terminology, conducting business negotiations, reading newspapers, magazines, and other business-related documents, discussing news and current events, and understanding economic trends and situations in modern China. Particularly recommended for students who are thinking of careers in economics, business, politics, and international relations.

Cross-listed as: ASIA 313

CHIN 333: Chinese Cinema

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.

Cross-listed as: ASIA 333

Foreign Civilizations Courses

FRCV 333: Exploring French Culture thru Film

This course examines contemporary French cultural perceptions through a variety of cinematic examples taken from French films. Cultural analysis will include discussions of French history, literature, politics, geography, and music. In addition, the topic of 'remaking culture' through film is addressed, as the current wave of cinematic remakes invites cross-cultural comparisons between the United States and France. The course will examine major French directors and their cinematic portrayals of the French, as well as documentaries and filmed interviews, and will analyze the 'authenticity' of the portrait they produce of French society. Prerequisite: sophomore standing. This course is taught in English. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: FREN 333

FRCV 334: Exploring French Lit thru Film

This course will examine French literary works, both historical and contemporary, through a variety of cinematic examples taken from French

films. This course will compare the expression of theme, character, and plot structure in written literature (plays and narratives) and in corresponding cinematic adaptations. The course will also address whether the author's literary style is reflected in or displaced by the cinematic style of French 'auteurs' (film directors) studied. The question of 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) will also be discussed. This course is taught in English. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: FREN 334

FRCV 400: French Society & Culture

(Paris, France) This course will combine classroom study with visits to cultural, political, educational, and economic institutions. It is organized along thematic lines to deal with such topics as the French political tradition, education in modern France, the French economy in the European Economic Community, religion in France, and the Parisian metropolis. (Offered only in Paris. Meets GEC Cultural Diversity Requirement.)

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.

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.

FREN 210: Interm French: Cultural Emphasis

A course designed to afford the student a systematic review of all the basic elements of French grammar, implemented with culture-based readings and exercises, with a view to preparing the student for more sophisticated courses in language, literature, and culture. Classroom work supplemented by laboratory exercises. Prerequisite: French 112 or the equivalent of one year of college French and placement recommendation.

FREN 212: Advanced Intermediate French

A course designed to initiate the student to critical reading and thematic discussion of selected works of French fiction and expository prose. This course includes a strong emphasis on writing; a review of grammar topics, vocabulary building, and the organization and presentation of ideas in written form in French will be emphasized through a variety of writing assignments related to the literature studied. Prerequisite: French 210 or placement recommendation.

FREN 220: Conversation & Composition

Oral work for the student already possessing a working knowledge of French grammar. This course is designed to improve the linguistic competence of the student on several levels: practical necessities, social situations, and exchange of ideas. Sketches, exposes, dialogues, and discussions will constitute the bulk of classroom activities. Prerequisite: French 212 or equivalent.

FREN 265: Albert Camus: Philos of the Absurd

(Albert Camus: Philosophy of the Absurd) A study of Camus's philosophy of the absurd as presented in his writings from the individualistic revolt of *The Stranger* to the collective revolt expressed in *The Plague*. Camus's view of the conscience of modern humanity in *The Fall* also will be addressed. The evolution of Camus's style will be studied in the six short stories presented in *Exile and the Kingdom*. (Meets GEC Cultural Diversity Requirement.)

FREN 300: Intro Reading Literature in French

This course is designed to prepare 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 will familiarize the student with the vocabulary of literary analysis. The texts are chosen from the three major

literary genres: poetry, prose, and drama. All lectures, discussions, and assignments are in French. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

FREN 301: Medieval to Romantic

A topical survey of major French writers and literary movements from the medieval to the Romantic period. Readings may be chosen to focus attention on a particular theme or problem linking different periods and styles. Among the authors studied: Villon, Rabelais, Montaigne, Pascal, Descartes, Voltaire, Diderot, Rousseau. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

FREN 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. (Meets GEC Cultural Diversity Requirement.)

FREN 305: Introduction to French Culture

Study of the language through an introduction to French culture. The course aims at familiarizing students with the history, current trends, and mentality of the French while enriching their understanding of the language. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

FREN 308: 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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ISLM 308

FREN 310: Topics in Linguistics: Phonetics

This course will cover such topics as phonetics, morphology, syntax, lexicology, and semantics. It introduces these systems in their application to the French language. Prerequisite: French 212 or 220. (Meets GEC Cultural Diversity Requirement.)

FREN 311: Grammar, Syntax, and Style

Preparation for graded writing exercises and free composition through study of sentence structure. Complete review of grammar. Translation and study of excerpts of different writing styles from accomplished French encourages development of appropriateness in choice of words and sense of style. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

FREN 312: Oral Proficiency

Oral and written work for students who have already reached an intermediate level of competency in oral and written expression. This course will deal with familiar and formal French. Vocabulary and idioms are taught in a conversational context. Students familiarize themselves with the expressive gestures used by the French and the colloquial expressions that accompany them. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

FREN 315: Technical & Literary Translation

An introduction to the theories and practice of translation from French to English and English to French. Students familiarize themselves with vocabulary used in newspaper and magazine articles on current topics of interest (politics, the economy, etc.), in advertising, in cartoons, and in selected poetry and prose. The arts of interpreting and dubbing or subtitling

will also be explored. Prerequisite: French 311 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

FREN 317: Creative Writing & Translation

This course aims to develop the student's written fluency in French, through the synergy of using two complementary approaches to writing, i.e. 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. (Meets GEC Cultural Diversity Requirement.)

FREN 320: French for Int'l Affairs & Business

This course offers a basic grasp of business and commercial French vocabulary and concepts, while providing an understanding of cultural differences and similarities in the business arena. In addition to practical exercises in business creation, job interviewing and advertising in French, students gain a basic grasp of political and economic issues in contemporary France, giving students the background to discuss French news and current events intelligently. Particularly recommended for students thinking of careers in business, economics, politics or international relations. Prerequisite: FREN212 (Meets GEC Cultural Diversity requirement.)

FREN 330: The French-Speaking World

This course will familiarize students with the history, politics and contemporary culture of various areas of the French-speaking world (such as in Canada, Africa, the Middle East and Western Europe); particular attention will be paid to areas of the French-speaking Islamic World. Topics will vary, and may include discussion of immigration, women's issues, political conflict, changing social and national identity. The course will draw from film, literature, critical materials and contemporary news sources. Prerequisite: French 212 or 220. (Meets GEC Cultural Diversity requirement.) Cross-listed as: ISLM 330

FREN 333: French Culture Through Film

This course examines contemporary French cultural perceptions through a variety of cinematic examples taken from French films. Cultural analysis will include discussions of French history, literature, politics, geography, and music. In addition, the topic of 'remaking culture' through film is addressed, as the current wave of cinematic remakes invites cross-cultural comparisons between the United States and France. The course will examine major French directors and their cinematic portrayals of the French, as well as documentaries and filmed interviews, and will analyze the 'authenticity' of the portrait they produce of French society. Not open to students who have completed FREN 338: Cinema Francais. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: FRCV 333

FREN 334: Exploring French Lit thru Film

This course will examine French literary works, both historical and contemporary, through a variety of cinematic examples taken from French films. This course will compare the expression of theme, character, and plot structure in written literature (plays and narratives) and in corresponding cinematic adaptations. The course will also address whether the author's literary style is reflected in or displaced by the cinematic style of French 'auteurs' (film directors) studied. The question of 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) will also be discussed. This course is taught in English. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: FRCV 334

FREN 338: Cinema Francais

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. (Meets GEC Cultural Diversity requirement.)

FREN 340: Advanced French Internat'l Affairs

(Paris, France) An intensive conversation, composition, and vocabulary-building course. Offered in Paris for students participating in our international internship program. After the first four weeks, the course will concentrate on problems of communication students encounter on the job. (Meets GEC Cultural Diversity Requirement.)

FREN 350: French Theater

A close reading and discussion of several plays designed to give a clear sense of the development and richness of French theater. Emphasis is placed on literary history, aesthetics, and special questions in dramatic theory. May be repeated for credit. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

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, and the Services Culturels Français in Chicago. (Meets GEC Cultural Diversity Requirement.)

FREN 410: Creative Composition & Stylistics

Analysis of style in selected French writers. Stylistic analysis of translations. Intensive work in creative original composition of prose, poetry, and drama. Prerequisite: French 311, 315, or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

FREN 460: French Narrative

Reading and discussion with a view to increasing appreciation of several related novels, works of shorter fiction, or essays. The works are selected for their value as turning points in the understanding of the art of prose fiction and as examples of a particular stage in the development of that art. May be repeated for credit. Prerequisite: One 300-level course in French. (May be taken by French majors to meet GEC Senior Studies Requirement.)

FREN 470: Modern French Poetry

An analysis of works representative of crucial moments in modern French poetry. The essentials of French versification are stressed, as well as the distinctive character of the various forms within the genre. Not open to students who have taken FREN 370. Prerequisite: One 300-level course in French. (Meets GEC Cultural Diversity Requirement. May be taken by French majors to meet GEC Senior Studies Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)

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.)

German Courses

GERM 110: Beginning German I

Intensive training in the aural comprehension, speaking, reading, and writing of German, combined with an introduction to the culture of the German-speaking countries. The two-semester sequence provides a basic active

command of the patterns and essential vocabulary for conversation and writing, while developing the student's ability to read text passages with accurate comprehension. Prerequisite for German 112: placement recommendation or a grade of C or better in German 110.

GERM 112: Beginning German II

Intensive training in the aural comprehension, speaking, reading, and writing of German, combined with an introduction to the culture of the German-speaking countries. The two-semester sequence provides a basic active command of the patterns and essential vocabulary for conversation and writing, while developing the student's ability to read text passages with accurate comprehension. Prerequisite for German 112: placement recommendation or a grade of C or better in German 110.

GERM 210: Intermediate German

Practice in reading contemporary fiction and expository prose to develop reading ease and accurate comprehension beyond the elementary level. Classroom discussions and guided compositions, review of grammar topics, lab exercises. Prerequisite: German 112 or the equivalent of one year of college German and placement recommendation.

GERM 212: Advanced Intermediate German

Additional practice in reading contemporary fiction and expository prose. Classroom discussions, further review of grammar topics as needed. Prerequisite: German 210 or the equivalent.

GERM 333: Modern German Film

In our overview of German film from its inception to the opening of the 21st century, students examine and discuss famous as well as off-beat masterpieces of cinema from the perspectives of political and cultural history as well as specifically cinematic aesthetics. The course views and debates films (subtitled in English) by such noted filmmakers as Lang, Fassbinder, Herzog, Schlöndorff, Wenders, Holland, Verhoeven and Fatih Akin. Readings, lectures, and discussions are in English, and the course encourages comparisons with films from other cultures, including popular Hollywood cinema. Prerequisite: a course that develops analytic-interpretive skills, such as, but not limited to: ENGL 210, ENGL 211, ENGL 212, ENGL 216, ENGL 217, COMM 255, or COMM 275; or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

GERM 395: Advanced Topics, Special Studies

The course will provide students with an opportunity to work on their written and spoken German skills, with a review of German grammar as applied to discussion of current events, literary texts, opera and theater, on-line resources in many fields, and film. Students will also learn new vocabulary in context and present topics of interest to the class in German. The topics in any given semester will be adapted to student interest and needs.

GERM 400: Special Studies

One author, theme, movement, or group of works in German literature studied in depth. (Offered as required. Meets GEC Cultural Diversity Requirement.)

Italian Courses

ITAL 120: Parliamo Italiano: Ital Conversn

Designed for students with minimal (one year) or no previous knowledge of Italian. In this intensive three-week course, we will strive to maximize your oral proficiency using a 'full immersion' approach, including drills of model sentences and word patterns. We will focus on the acquisition of basic verbal communication skills (i.e., oral fluency, correct pronunciation, listening comprehension) and on cultural aspects that will promote understanding and appreciation of Italian culture. (Taught only in the summer).

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.
Cross-listed as: ASIA 111

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 consent of the instructor.
Cross-listed as: ASIA 113

JAPN 210: Intermediate Japanese

This course will continue the fundamentals of Japanese conversation begun in the first-year series, Japanese 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 work in the language laboratory and daily written work. Prerequisite: Japanese 112 or consent of instructor.
Cross-listed as: ASIA 211

JAPN 212: Advanced Intermediate Japanese

A continuation of the Japanese language fundamentals begun in Japanese 110, 112, and 210. Extensive practice in oral expression and increasingly stronger emphasis on reading and writing, with an extensive use of audio and video materials. Prerequisite: Japanese 210 or consent of the instructor.
Cross-listed as: ASIA 219

Linguistics

LING 101: Descriptive Linguistics

Principles and techniques of descriptive linguistics as seen through different schools of linguistics, from structuralism to modern transformational and stratificational theories. Taught in English.

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.

LING 300: Language Learning and Teaching

(Second Language Learning and Teaching). This course provides an overview of the research and findings on second/foreign-language learning and teaching. Students will investigate and discuss key issues associated with the area's central elements, including second-language acquisition, second-language research methods, second-language pedagogy, second-language assessment. Those considering teaching in the future can reflect on how to apply both the emerging and the ongoing developments, research, and trends in the field to classroom instruction. 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 second/foreign languages are both taught and ascertained. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

Literature in Translation

LITR 209: Brazilian Literature

(Meets GEC Cultural Diversity Requirement.)

LITR 210: Don Quijote and Imperial Spain

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. (Meets GEC Cultural Diversity Requirement.)

LITR 265: Albert Camus: Philos of the Absurd

(Meets GEC Cultural Diversity Requirement.)

LITR 275: Greek Greats

(Meets GEC Cultural Diversity Requirement.)

Spanish Courses

SPAN 110: Beginning Spanish I

Spanish 110 is designed to develop the student's ability to listen to, speak, read, and write basic controlled patterns of the Spanish language. Spanish 112 is a continuation of 110 and culminates in graduated readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure and the mores of Spanish-speaking cultures. Lab work is an integral part of the series.

SPAN 111: Accelerated Spanish

Spanish 111 is an intensive course designed to develop the student's ability, speak, read, write and understand basic controlled patterns of the Spanish language. Spanish 111 includes graduated readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure and the mores of Spanish-speaking cultures. Intensive Beginning Spanish is designed for highly motivated students.

SPAN 112: Beginning Spanish II

Spanish 112 is designed to develop the student's ability to listen to, speak, read, and write basic controlled patterns of the Spanish language. Spanish 112 is a continuation of 110 and culminates in graduated readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure and the mores of Spanish-speaking cultures. Lab work is an integral part of the series. Prerequisite for Spanish 112: placement recommendation or a grade of C or better in Spanish 110.

SPAN 201: The Mexican-American Border

As the only place where the third world and first world touch, the Mexican-American border is unique. This course will focus on the 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 will begin with the history of the border from the Gadsden Purchase in 1854 to the passage of NAFTA in 2004 and then examine the impact of free trade on Mexico. The course will explore 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. The course involves a three-week stay along the border in May. Pre-requisites: ECON 110 and SPAN 112 or its equivalent. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: IREL 280, BUSN 280, ECON 280, LNAM 280

SPAN 210: Intermediate Spanish

Practice in reading contemporary fiction, expository prose, drama, and poetry. Classroom discussions, guided and free compositions, review of grammar, lab exercises. Prerequisite: Spanish 112 or placement at the 210 level.

SPAN 212: Advanced Intermediate Spanish

Practice in reading contemporary fiction and expository prose, drama, and poetry to develop reading ease and accurate comprehension beyond the elementary and intermediate levels. Classroom discussion and guided compositions, review of grammar topics, and vocabulary building. Prerequisite: Spanish 210 or placement at the 212 level.

SPAN 236: Latin American Film

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 236

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: Spanish 212 or 220. (Meets GEC Cultural Diversity Requirement.)

SPAN 301: Spanish Conversation & Composition

A course designed to afford the student who has completed the intermediate sequence intensive practice in conversational and writing skills. Through reading, writing, creative projects, and face-to-face discussion, this course presents students with contemporary language as it appears in a variety of modes of communication, from colloquial slang to formal, academic usage. Prerequisite: SPAN 212, placement at the SPAN 300 level, or permission of the instructor.

SPAN 302: Canción y sociedad

This course will examine popular music from the Spanish-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 Spanish, Latin American and U.S. song repertoires of various eras, and may also include music from other Spanish-speaking territories. Students will learn terminology in Spanish used to describe and analyze music. No previous musical experience necessary. Prerequisite: SPAN 212 or equivalent. (Meets GEC Cultural Diversity Requirement.)

SPAN 304: Cocina y Cultura y Literatura

Cocina y cultura y literatura (Cuisine, Culture and Literature) is an immersion type course in which students read fiction and poetry about food. They research and debate ethical and social issues, such as genetic modification of plants, food distribution, hunger, malnutrition, obesity, and anorexia. The students will be responsible for preparing authentic dishes and explaining their cultural significance to the class. Excursions might include visits to a local Hispanic market, a Spanish-speaking soup kitchen, ethnic restaurants, or homes of native Spanish speakers. Prerequisite: Spanish 212. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 304

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: Spanish 300 or placement recommendation. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 305

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 306

SPAN 308: Spain Today

The course will focus on popular culture (theatre, music, film, journalism) 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 essays and fiction students will examine Spain's move from an isolated dictatorship to a country with a vibrant economy, a leadership role in social justice. With democracy and economic progress Spain faces the problems of a burgeoning illegal immigrant population and the divisive forces of separatism in many of its autonomous regions. Prerequisite: SPAN 212 or 220. (Meets GEC Cultural Diversity Requirement.)

SPAN 310: Creative Writing

Intensive work in creative original compositions of prose, poetry, and drama. Analysis of style in selected Hispanic writers. Prerequisite: a Spanish course from the 300 or 400 level or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

SPAN 311: 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: Spanish 212 or placement exam. (Meets GEC Cultural Diversity Requirement.)

SPAN 312: Oral Proficiency

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: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

SPAN 313: 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 will introduce, reiterate and fortify the student's grammatical and compositional skills while refining his/her oral expression. The class will be conducted exclusively in Spanish, and in addition to the requisite participation, there will be a considerable number of writing, literary analysis and reinforcement assignments throughout the semester the students will also research the various dialects of Latin American, Peninsular as well as U.S. Spanish.

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. (Meets GEC Cultural Diversity requirement.)

SPAN 315: Translation

An introduction to the theory and practice of translation. Students will familiarize themselves with the vocabulary of texts dealing with politics, art, literary criticism, and philosophy. Texts will be translated from Spanish to English and from English to Spanish. Please note: This is not a Spanish conversation course. Classes are conducted in Spanish and English. Prerequisite: Spanish 212, 220, or placement recommendation. (Meets GEC Cultural Diversity Requirement.)

SPAN 317: Portuguese for Spanish Speakers

Utilizing Spanish as the base language, the course will focus on the Portuguese of Brazil, Latin America's largest and most populous country. The course will provide a foundation in the basic skills of reading, writing, understanding, and speaking Portuguese and will include many aspects of Brazilian culture: music, films, magazines, current events, and literature. Prerequisite: a 300-level Spanish course. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 317

SPAN 319: Continuing Portuguese

The course will continue the study of the Portuguese of Brazil, begun in Spanish 317, Spanish for Portuguese Speakers. The course will strengthen the basic skills of reading, writing, understanding, and speaking Portuguese and will include many aspects of Brazilian culture: music, films, magazines, current events, and literature. Prerequisite: Spanish 317 or other immersion experience in Portuguese. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 319

SPAN 320: Spanish for International Affairs

An introduction to the specialized vocabulary, styles, and concepts that characterize conversational and written Spanish for international affairs. Attention is focused on familiarizing the student with current issues in business, banking, law, microeconomics, medicine, politics, and human rights. Vocabulary building, conversation practice, listening comprehension, and acquisition of idioms necessary for transcultural contacts are also stressed. Readings are drawn from magazines, newspapers, and journals, with special emphasis on materials from the Internet. Particularly recommended to students who are considering careers in economics, business, politics, and international relations. Prerequisite: Spanish 212, 220, or placement recommendation. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 320

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. (Meets GEC Cultural Diversity requirement.)

SPAN 325: U.S. Latino Literature

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 325

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: Spanish 212, 220, or placement recommendation. (Meets GEC Cultural Diversity Requirement.)

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. (Counts toward the Spanish major and minor. Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 333

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 334

SPAN 335: Survey of Latin American Lit

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: Spanish 212, 220, or placement recommendation. (Meets GEC Cultural Diversity Requirement.)

SPAN 337: The Latin American World

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 302

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 338

SPAN 339: Brazilian Literature

Taught in English. A study of selected Brazilian authors from various literary movements and periods. Special consideration will be given to the historical and cultural contexts in which their works were written. Comparisons will be made with the literature of other Latin American countries. Students with a knowledge of Portuguese may work with bilingual materials. An extra hour will be arranged for students interested in practicing their Portuguese. (Meets GEC Cultural Diversity Requirement.)

SPAN 345: Latino Identities in Chicago

In this course offering, the student will conduct a cross-disciplinary investigation of the vibrantly complex Chicago Latino community. In doing so, he/she will come to understand both the community's unifying characteristics as well as its internal plurality. Moreover, through various sub-disciplines (immigration, assimilation, race relations, cultural expression, and language), the student will examine ways in which Chicago Latinos distinguish themselves from Latinos at large. In order to authenticate the learning experience, the course will be structured around Chicago (and suburban-Chicago) Latino neighborhoods themselves, including Pilsen, Logan Square, Humboldt Park, Blue Island, Highwood and Waukegan. Each neighborhood will be approached as both representative of a greater Latino culture and the Chicago Latino experience. Ultimately, the student will also learn to distinguish among the cultural traits characteristic to each area of the city. Lastly, various teaching methods will be used to arouse interest in and deepen comprehension of the subject matter. The student will conduct personal interviews of members of different Latino communities (Cuban, Mexican, Puerto Rican); observe and compare various modes of cultural expression of those communities (literature, music, dance, visual art, cuisine, worship); read literary samples as well as testimonials; and examine the linguistic characteristics unique to each. Above all, the student will enlarge his/her perspective of the prominent socio-cultural role Latinos have held

and maintain in Chicago. Prerequisite: Spanish 311 or equivalency. (Meets GEC Cultural Diversity Requirement.)

SPAN 350: Mod Lat Am Narr in Translation

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. (Meets GEC Cultural Diversity Requirement.)

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: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 365

SPAN 370: Hispanic Poetry

The study of masterworks of Latin American and Peninsular poetry. The student will read, analyze, and compare poems from several periods: Medieval, Golden Age, Romantic, Symbolist, Modernist, Surrealist, and Contemporary. Prerequisite: Spanish 212, 220, or placement recommendation. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 370

SPAN 380: Cine, Literatura y Sociedad Amr Lat

(Cine, Literatura y Sociedad en America 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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 380

SPAN 390: Internship

On-site training in spoken and written Spanish at businesses or other organizations in Santiago, Chile, and in Chicago. (Meets GEC Cultural Diversity Requirement.)

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 Steinberg will be studied. Prerequisite: a 300-level Spanish course. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 400, GSWS 400

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: a 300-level Spanish course. (Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 480

SPAN 490: Internship

On-site training in spoken and written Spanish at businesses or other organizations in Santiago, Chile, and in Chicago. (Meets GEC Cultural Diversity Requirement.)

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.)

Requirements

MODERN LANGUAGES AND LITERATURES MAJORS

Majors are available in French and Spanish. Available minors within the department include Chinese, French, German Studies, and Spanish.

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 Studies. Courses in Japanese or Chinese language may apply to the major or minor in Asian Studies. Coursework in Arabic may apply to the major or minor in Islamic World Studies.

Requirements for a Major in French or Spanish:

At least 8 courses in the field of the major language

- 1 course on the 200-level
- 6 courses on the 300- and 400-levels.
- completion of the Senior Studies Requirement in 1 of the following ways:
 - senior seminar
 - senior thesis
 - independent study project

Students should consult with their academic advisers to ensure that their major programs present a balance of courses in culture, advanced or specialized language study, and literature. A grade of C or better is required for credit in all major courses.

French

Majors have the option of replacing two courses with selections from the linguistics program, Foreign Civilization, or French Literature in Translation. The Paris internship program offers four credits applicable to the major. The two credits for internship work may also be applied to another major, when approved by the major department.

Spanish

Majors have the option of replacing two courses with selections from the linguistics program, as well as Foreign Civilization, Latin American Studies, and Literature in Translation courses taught by the Spanish program faculty.

Requirements for a Minor in Chinese, French, German Studies, or Spanish:

At least 6 credits for all minors – generally distributed among offerings in language, literature, and culture

A grade of C or better is required for credit in all minor courses.

Chinese

Prerequisite: CHIN 110 and 112 (or equivalent).

- CHIN 210: Intermediate Chinese
- CHIN 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)
 - CHIN 312: Chinese Oral & Written Proficiency
 - CHIN 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:
 - CHIN 230: East Asian Literature in Translation
 - CHIN 251: Intro to Chinese Literature in English
 - CHIN 260: Intro to Chinese Culture in English
 - CHIN 333: Chinese Cinema
 - LING 300: Second language learning and teaching

French

Prerequisite: French 110 and 112

- French 210: Intermediate French: Cultural Emphasis
- French 212: Advanced Intermediate French: Literary Emphasis
- French 312: Oral Proficiency
- 3 credits earned in 1 of the following ways:
 - 3 credits of coursework abroad, which may include an internship (such as the Paris Internship Program)
 - 3 courses from any French courses on the 300- or 400-level – One course in English from offerings listed for the major (such as Foreign Civilization or French Literature in Translation) may count toward the requirement.

German Studies

The German Studies minor couples language proficiency achievement at the 300 level with advanced knowledge of cultural context, acquired in the target language or through a combination of coursework in German and English. As part of their curriculum, German Studies minors will normally complete a semester of study abroad in a German-speaking country.**

Prerequisite: German 110 and 112 (or equivalent).

- German 210: Intermediate German (prerequisite for German 212 or more advanced coursework in German)
- German 212: Advanced Intermediate German (prerequisite for more advanced coursework in German)
- At least one German language course (or equivalent) at the 300- or 400-level. Options include:
 - Credit for study abroad in a German-speaking country (up to 3 course credits awarded in transfer; appropriate program coursework will be determined in consultation with Professor Richard Fisher prior to departure)
 - German 395: Advanced Topics, Special Studies (recommended after study abroad in a German-speaking country)
 - German 400: Special Studies (recommended after study abroad in a German-speaking country)
 - A 300- or 400-level German tutorial (requests for tutorials should be addressed to Professor Richard Fisher)
- Up to three German language and culture courses (taught in English), from the list below:
 - German 333: Modern German Film
 - History 253: German History
 - Linguistics 101: Descriptive Linguistics

** Students who wish to minor in German Studies should make every effort to complete a semester of coursework in a German-speaking country. Students should start planning early, in consultation with the German faculty (Professor Richard Fisher) and the Assistant Dean of the Faculty for Off-

Campus Programs. Alternatives will be discussed with Professor Fisher in order to work out an appropriate program for each student.

Spanish

Prerequisite: Spanish 110 and 112.

- Spanish 210: Intermediate Spanish
- Spanish 212: Advanced Intermediate Spanish
- 4 additional courses, which may include 1 course in English from offerings listed for the major, as well as coursework and/or internship abroad in a Spanish-speaking environment.

- Academic Calendar
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Museum Studies

Faculty

Jump to:

[Requirements](#)

[Ann M. Roberts](#)

James D. Vail III Professor of Art, Associate Dean of Faculty,
Director of the Learning & Teaching Center

Areas of Study: ancient, medieval, and early modern art history

[Miguel de Baca](#)

Associate Professor of Art History, Chair of American
Studies

Areas of Study: America, modern, and contemporary art history

[Rebecca Graff](#)

Assistant Professor of Anthropology

Areas of Study: historical archaeology, U.S. urban archaeology (19th- and
20th- century Chicago), modern and contemporary material culture, world's
fairs and exhibitions, anthropology of time and temporality, archaeology of
tourism

[Virginia Stewart](#)

Visiting Professor of History

Areas of Study: American history, public history

Rebecca Goldberg

Lecturer in Art

Areas of Study:

Lia Alexopoulos

Lecturer in Art

Areas of Study:

Requirements

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.

Core Courses (Two of the following from two different departments)

- ARTH 239: Museum Histories and Practices
- HIST 285: Public History
- SOAN 215 Archaeological Field Methods **or**
- SOAN 216 Introduction to Archaeology

Four Electives chosen from among

- 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.)
- COMM 212: Visual Rhetoric
- 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.)
- 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.

- Academic Calendar
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Music

Faculty

[Donald Meyer](#)
Professor of Music

Areas of Study: music history, music theory, film music, electronic music, music composition.

[Nicholas L. Wallin](#)
Associate Professor and Chair of Music

Areas of Study: conducting, music theory

[Scott N. Edgar](#)
Assistant Professor of Music, Chair of Music Education

Areas of Study: music education, band

Anne F. Barry
Assistant Professor of Music

Areas of Study:

[Kathleen Van de Graaff](#)
Senior Lecturer and Teaching Associate in Music

Areas of Study: voice, introduction to singing, opera workshop

[Mitch Paliga](#)
Senior Lecturer and Teaching Associate in Music

Areas of Study: saxophone, jazz ensemble, history of jazz

[Deborah Knowles](#)
Senior Lecturer and Teaching Associate in Music

Areas of Study: percussion, band, percussion ensemble, music appreciation

Jessica Popovic
Lecturer in Music

Areas of Study:

Lloyd King
Lecturer in Music

Areas of Study:

Helen Bond
Lecturer in Music

Area of Study: West African drumming

EMERITUS FACULTY

[Rami Y. Levin](#)
Professor of Music, Emerita

Areas of Study: theory, composition, Latin American music

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[Course Descriptions](#)

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Course Descriptions

Other courses:

[Applied Music Courses](#)

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.

MUSC 104: Men's Chorus

The Lake Forest College Men's Chorus focuses on choral repertoire written exclusively for the male voice, from all genres and time periods. Concerts, both on and off campus, may include convention presentations, touring, and collaborations with other ensembles including the Lake Forest College Chamber Orchestra, other college and community choruses, and a wide range of soloists. Placement in this ensemble is at the discretion of the instructor. This course may be repeated for credit.

MUSC 105: Women's Chorus

The Lake Forest College Women's Chorus focuses on choral repertoire written exclusively for the female voice, from all genres and time periods. Concerts, both on and off campus, may include convention presentations, touring, and collaborations with other ensembles including the Lake Forest College Chamber Orchestra, other college and community choruses, and a wide range of soloists. Placement in this ensemble is at the discretion of the instructor. This course may be repeated for credit.

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.

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.

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.

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.

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.

MUSC 118: Introduction to Singing

An introduction to vocal production for the beginning singer, including the physiology of the voice, how to sightread a vocal line, how to make your voice more beautiful and durable, how to communicate the lyrics clearly through improved diction, how to extend your range to reach notes you never thought possible, and how to deliver a song powerfully and effectively. Focusing on the novice musician, this class will prepare students to sing solos and to participate in choruses; it will also be useful for stage actors and public speakers.

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.

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.

MUSC 160: Musicianship

This course is dedicated to the development of practical skills important for a musician, including sightsinging, melodic and rhythmic dictation, and ear training. Aural and written exercises as well as creative projects will be incorporated. Music majors may substitute this course for the aural-skills proficiency exams with a grade of C or higher. Prerequisite: Music 150.

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. Prerequisite: MUSC 150 or permission of instructor. Cross-listed as: EDUC 170, MUSE 170

MUSC 204: The Singing Statesmen

The Lake Forest College Singing Statesmen is the premier choral ensemble for men's voices at Lake Forest College. The ensemble performs choral music from classical, global, and popular repertoire in concerts both on and off campus. Performances may include convention presentations, touring, and collaborations with other ensembles including the Lake Forest College Chamber Orchestra, other collegiate and community choruses, and a wide range of soloists. Members of this ensemble are drawn from the ranks of the Concert Choir. Placement in this ensemble is contingent upon an audition, held at the beginning of the year. Prerequisite: 1 semester of MUSC 104 or MUSC 106, or permission of the instructor. Co-requisite: MUSC 206. This course may be repeated for credit.

MUSC 205: Advanced Women's Chorale

The Lake Forest College Advanced Women's Chorale is the premier choral ensemble for women's voices at Lake Forest College. The Chorale performs choral music from classical, global, and popular repertoire in concerts both on and off campus. Performances may include convention presentations, touring, and collaborations with other ensembles including the Lake Forest College Chamber Orchestra, other collegiate and community choruses, and a wide range of soloists. Membership in this ensemble is contingent upon a voice placement hearing, held at the beginning of the year. This course may be repeated for credit.

MUSC 206: Concert Choir

The Lake Forest College Concert Choir is the premier large mixed choral ensemble at Lake Forest College. Concert Choir performs choral music from classical, global, and popular repertoire in concerts both on and off campus. Performances may include convention presentations, and collaborations with other ensembles including the Lake Forest College Chamber Orchestra, other collegiate and community choruses, and a wide range of soloists. Membership in this ensemble is contingent upon a voice placement hearing, held at the beginning of the year. Prerequisite: 1 year of MUSC 104, 105, 106, or 205; or permission of the instructor. This course may be repeated for credit.

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. (Meets GEC Cultural Diversity Requirement.)

MUSC 220: Songwriting

How to write songs. Emphasis on popular forms in the styles of the 1960s to the present, including pop, rock, folk, Broadway, and others. Covers text, setting, forms, harmony, instrumentation, arranging, studio techniques, and performance. Prerequisite: Music 150.

MUSC 225: Intro to Electronic Music

Designed to foster creative work in the College's recording/electronic music studio, the course deals first with the history of electronic music (Futurism, musique concrete, early analog analysis) and then with studio techniques, using both analog and digital equipment, microphones, tape recorders, mixing, digital synthesis, and a creative project. Two regular sessions and one laboratory each week. Co-requisite: Music 150.

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. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: AMER 227, AFAM 227

MUSC 235: 20th Cent Theater: Musical Theater

A study of representative musical comedies, operettas, and related works that will provide topics for papers by students. Emphasis will be placed on relationship to political, social, and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are Show Boat, Oklahoma!, South Pacific, My Fair Lady, Hair, Jesus Christ Superstar, A Little Night Music, Sunday in the Park with George, and others. Cross-listed as: AMER 236, ENGL 236

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.

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.

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.

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 prerequisite. Cross-listed as: AMER 264

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 as: AMER 273

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.

Cross-listed as: AMER 266

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AMER 272

MUSC 270: Beginning Conducting

This course is designed to expose music students to the essential skills of the successful conductor. The course combines the theoretical skills of score analysis and aural imaging with the practical skills of baton and rehearsal techniques. Class sessions will be devoted to lecture, discussion, and practical lab experience, using the students in the class as an ensemble. Prerequisite: MUSC 251 or permission of instructor.

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
Corequisites: No corequisites

Cross-listed as: MUSE 271

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. Corequisites: No corequisites.

Cross-listed as: MUSE 272

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 involves 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.

Cross-listed as: MUSE 273

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.
Cross-listed as: MUSE 274

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).

MUSC 287: Music of the Arab World

Study of the history and repertoires of Arabic music from the traditional or 'classical' music to contemporary popular music, including music associated with religious practices. Emphasis on understanding music in culture and the theory and performance practice of Arabic music. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

MUSC 306: Chamber Singers

The Lake Forest College Chamber Singers is a selective mixed choral ensemble whose members are drawn from the roster of the Concert Choir. Chamber Singers performs vocal chamber music from classical, global, and popular repertoire in concerts both on and off campus. Performances may include convention presentations, touring, and collaborations with other ensembles including the Lake Forest College Chamber Orchestra, other collegiate and community choruses, and a wide range of soloists. Membership in this ensemble is contingent upon a voice placement hearing, held at the beginning of the year. Co-requisite: MUSC 206. (May be taken for .25 credit or 0 credit).

MUSC 325: Adv Electronic Music

A continuation of Music 225. More independent work and hard disk recording. Prerequisite: Music 225.

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.

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.

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.

MUSC 361: Music His II: Classical to Contemp

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.

MUSC 480: Senior Seminar

This course covers analysis of twentieth-century music, composition, and conducting. As part of the conducting component, students will have the opportunity to conduct a rehearsal of the Lake Forest College Chorus or Chamber Orchestra. Other special topics may also be included.

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 $\frac{1}{4}$ 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.

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 $\frac{1}{2}$ 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.

MUSA 212: Applied Music

Continuation of MUSA 211. Prerequisite: MUSA 211

MUSA 311: Applied Music

Continuation of applied music study. Prerequisite: MUSA 212, including a jury grade of C or better.

MUSA 312: Applied Music

Continuation of MUSA 311. Prerequisite: MUSA 311.

MUSA 411: Applied Music

Continuation of applied music study. Prerequisite: MUSA 312, including a jury grade of C or better.

MUSA 412: Applied Music

Continuation of MUSA 411. Repeatable for credit. Prerequisite: MUSA 411.

Requirements

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: Music History I: From Chant to Bach

- Music 361: Music History II: From Classical to Contemporary
- 1 course chosen from the following:
 - Music 217: World Music Survey
 - Music 227: History of Jazz
 - Music 287: World Music Colloquium: Music of the Arab World
- 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) – Private lessons earn one half-credit each semester. To meet this requirement, students will complete:
 - Music 111
 - Music 112
 - Music 211
 - Music 212
- 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.

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: Music History I: From Chant to Bach
 - Music 361: Music History II: From Classical to Contemporary
- 1 of the following courses:
 - Music 217: World Music Survey
 - Music 227: History of Jazz
 - 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:
 - Music 111, 112, 211, 212, 311, 312, 411, 412, 104-110, 204, 205, 206, or 306
- 1 additional Music course, excluding Music 101 and any First-Year Studies course

Music Education

Faculty

[Nicholas L. Wallin](#)

Associate Professor and Chair of Music

Areas of Study: conducting, music theory

[Scott N. Edgar](#)

Assistant Professor of Music, Chair of Music Education

Areas of Study: music education, band

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Course Descriptions

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 150 or permission of instructor. Cross-listed as: MUSC 170, EDUC 170

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
Cross-listed as: MUSC 271

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, with a grade of B- or better. Corequisites: No corequisites.
Cross-listed as: MUSC 272

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 involves 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.
Cross-listed as: MUSC 273

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. Cross-listed as: MUSC 274

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: EDUC 170 with a grade of B- or better. Corequisites: No corequisites. Cross-listed as: EDUC 275

Requirements

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: Music History I: From Chant to Bach
- MUSC 361: Music History II: From Classical to Contemporary
- 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
- MUSE 422-03: Discipline-Specific K-12 Instructional Design (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:

- 2 years of private applied lessons for credit (2 credits total) – Private applied lessons earn one half-credit each semester. Students will take three semesters on their primary instrument/voice and one semester of music education focused applied lessons to be determined in collaboration with the student's advisor.

To meet this requirement, students will complete:

- MUSA 111 (primary instrument/voice)
- MUSA 112 (primary instrument/voice)
- MUSA 211 (primary instrument/voice)
- MUSA 111 (music education focus)

- 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.

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.

A minimum grade of B- is required in all music and music education courses to maintain music education degree status.

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: Music History I: From Chant to Bach
 - MUSC 361: Music History II: From Classical to Contemporary
 - 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.

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Neuroscience

Faculty

[Anne E. Houde](#)

Foster G. and Mary W. McGaw Professor in the Life Sciences

Areas of Study: behavior, evolution, ecology

[Matthew R. Kelley](#)

Professor of Psychology, Chair of Neuroscience

Areas of Study: cognitive psychology, learning and memory, research methods and statistics

[Shubhik DebBurman](#)

Professor of Biology

Areas of Study: cell biology, molecular biology, neurobiology, biochemistry, pharmacology, biology of human disease

[Douglas B. Light](#)

Laurence R. Lee Family Professor and Chair of Biology

Areas of Study: animal and human physiology, cell physiology, neurophysiology

[Naomi Wentworth](#)

Associate Professor and Chair of Psychology

Areas of Study: developmental psychology, aging, motivation, brain function in attention, mathematical psychology, infant development

[Jean-Marie Maddux](#)

Assistant Professor of Psychology

Areas of Study: behavioral neuroscience, associative learning, attention and learning, motivation, incentive salience, addiction, behavioral pharmacology

Daniel Curlik

Lecturer in Neuroscience

Areas of Study:

Lukasz Konopka

Lecturer in Neuroscience

Areas of Study:

Course Descriptions

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
Cross-listed as: PHIL 291

NEUR 296: Philosophy of the 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

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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?
Cross-listed as: PHIL 296

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 as: PSYC 310

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 as: PSYC 320

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 as: BIOL 324

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 as: PSYC 330

NEUR 340: Animal Physiology

This course will focus on mechanisms of homeostasis in vertebrates and invertebrates. A particular emphasis will be placed on examining specific adaptations (functional, morphological, and behavioral) to different environmental conditions, as well as problems associated with physical size. Topics will 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. Prerequisites: Biol 221, and either Biol 220 or Junior status.
Cross-listed as: BIOL 340

NEUR 342: Developmental Biology

Analysis of the genetic, molecular, and structural changes that occur between fertilization and the development of the adult form. This course will examine many concepts including establishment of cell fates, embryonic patterning, and morphogenesis. Students will also analyze key experiments and methods that have provided an understanding of development. The laboratory will demonstrate important developmental principles, such as fertilization, gastrulation, differentiation, and morphogenesis through the use

of invertebrate and vertebrate organisms. Three discussion and four laboratory hours per week. Prerequisites: BIOL 221, CHEM 116. (Cross listed as BIOL 342).

Cross-listed as: BIOL 342

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 as: BIOL 344

NEUR 346: Molecular Neuroscience

Neurobiology associated with brain function (perception, movement, homeostasis, affect, and cognition), neurological and psychiatric illnesses, and brain injury. A reading- and writing-intensive course with a problem-based learning approach that comprehensively explores the breadth of neurobiology (molecular, cellular, anatomical, physiological, behavioral, and medical). Laboratory exercises emphasize neuroanatomy and neuronal cell biology. Several experimental projects complement lecture and laboratory learning. Six hours per week. Prerequisites: BIOL 221, CHEM 116.

Cross-listed as: BIOL 346L

NEUR 350: Abnormal Psychology

Intended to acquaint students with the biological, emotional, behavioral, and cognitive foundations of psychopathology. Issues of classification, description, etiology, and treatment of abnormal behavior are examined from the point of view of contemporary empirically based perspectives. Specifically, these issues are considered in the context of a variety of psychopathological manifestations, including anxiety, eating, schizophrenic, mood, personality, addictive, and sexual disorders. Prerequisite: Psychology 221 with a grade of at least C-.

Cross-listed as: PSYC 350

NEUR 352: Molecular Genetics

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, use of model organisms in the study of human disease, genetic engineering and gene therapy, and principles of genome science. Laboratory will apply current molecular techniques to an original research problem. Three lecture and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status.

Cross-listed as: BIOL 352

NEUR 354: The Mind Onstage

(The Mind Onstage: Theatre and Cognition.) 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 will read the work of scholars such as Rhonda Blair and Rick Kemp, in addition to creating their own performances, as we explore the ways science and the humanities can intersect. No prerequisites.

Cross-listed as: THTR 354

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 as: PSYC 360

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.

Cross-listed as: BIOL 362

NEUR 370: Neuroscience and Behavior

How do the brain's neurons, synapses, and electrical and chemical activities participate in psychological processes? What are the neural foundations of human perception, motivation and emotion, learning, memory, movement, and consciousness? Discussion of the modes of action of antidepressants, other psychotherapeutic drugs, and drugs of abuse. In what ways are functions localized in the brain, and how is it possible for recovery from brain damage to take place? Laboratory sessions include experiments in brain foundations of sensation, movement, emotion, and learning in animals, demonstration of human brain waves, comparison of brains with computers, and basic exercises in computerized data acquisition and analysis. Prerequisite: a college course in mathematics or natural science approved by the instructor (such as the core introductory courses in biology or chemistry) or PSYC 221 with a grade of at least C-.

Cross-listed as: PSYC 370L

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 as: BIOL 372, PSYC 372

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 as: BIOL 389

NEUR 420: Learning/Evolution Human Behavior

New perspectives emerge when we think about psychology in terms of biological evolution. What is the focus of human adaptations: The individual? One's family? One's group? Your so-called 'selfish genes'? How did the human brain, its mental capacities and emotions, evolve? In what ways are we the same as, and different from, other species? In what ways is your life story the product of the history of human societies and of the longer history of biological evolution? Readings in empirical and theoretical scientific journals and interdisciplinary perspectives, with an emphasis on student papers, oral presentations, and discussion. 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 and neuroscience.
Cross-listed as: PSYC 420

NEUR 425: Artificial Intelligence

An introduction to AI via topics including tree and graph searches, min-max methods, alpha-beta pruning, heuristics, backtracking, natural language processing, and computer vision. Prerequisite: Computer Science 212.
Cross-listed as: CSCI 425

NEUR 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.
Cross-listed as: PSYC 450

NEUR 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 and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.
Cross-listed as: BIOL 479

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.
Cross-listed as: BIOL 480

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 as: BIOL 481

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 as: BIOL 482

NEUR 485: Senior Seminar: 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 and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.

Cross-listed as: BIOL 485

NEUR 488: Sr Sem: Cellular Basis of Disease

(Senior Seminar: Cellular Basis of Disease) A study of the cellular and molecular basis of infectious diseases and their treatments, including viral and bacterial agents, through intensive library research, report writing, and student 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 as: BIOL 488

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 as: BIOL 489

NEUR 493: Research Project

Research in collaboration with a departmental faculty member. Consult with any member of the department for application information.

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.

Requirements

MAJOR AND MINOR IN NEUROSCIENCE

Requirements for the Major:

At least 14 credits

- **Fundamental - 7 courses**
 - Biology 120: Organismal Biology
 - Biology 221: Cell & Molecular Biology
 - Chemistry 115: General Chemistry I
 - Chemistry 116: General Chemistry II
 - Psychology 110: Introductory Psychology
 - Psychology 221: Research Methods and Statistics I
 - Psychology 222: Research Methods and Statistics II
- **Core - 2 courses**
 - Neuroscience 346: Molecular Neuroscience
 - Neuroscience 370: Neuroscience & Behavior
- **Electives - 4 courses** chosen from the following list. (3 must be from Biology and Psychology, with at least 1 course from both of those departments):
 - Neuroscience 291: Descartes to Kant
 - Neuroscience 296: Philosophy of the Mind
 - Neuroscience 310: Sensation & Perception
 - Neuroscience 320: Learning
 - Neuroscience 324: Advanced Cell Biology
 - Neuroscience 330: Motivation & Emotion
 - Neuroscience 340: Animal Physiology
 - Neuroscience 342: Developmental Biology
 - Neuroscience 344: Animal Behavior
 - Neuroscience 350: Abnormal Psychology
 - Neuroscience 352: Molecular Genetics
 - Neuroscience 354: The Mind Onstage: Theatre and Cognition
 - Neuroscience 360: Cognitive Psychology
 - Neuroscience 362: Mechanisms of Brain Dysfunction
 - Neuroscience 372: Pharmacology: Drug, Brain, Behavior
 - Neuroscience 389: Evolution
 - Neuroscience 425: Artificial Intelligence
- **Senior Studies Requirement - 1 course**, chosen from the following options:
 - Senior seminar — Each year, one of the senior seminars offered by the Biology or the Psychology Departments will be designated for Neuroscience majors and cross-listed as NEUR 4xx.
 - Senior thesis

In order to count a specific course toward the major, a student must earn at least a C-minus in that course. 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.

Requirements for the Minor:

At least 8 credits

- **Fundamental - 6 courses**
 - Biology 120: Organismal Biology
 - Biology 221: Cell & Molecular Biology
 - Chemistry 115: General Chemistry I
 - Chemistry 116: General Chemistry II
 - Psychology 110: Introductory Psychology
 - Psychology 221: Research Methods and Statistics I
- **Core - 2 courses**
 - Biology / Neuroscience 346: Molecular Neuroscience
 - Psychology / Neuroscience 370: Neuroscience & 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:

- 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.
- 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.

- Academic Calendar
- Admission Information
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Philosophy

Faculty

Janet McCracken

Professor of Philosophy, Chair of Self-Designed Major

Areas of Study: aesthetics, history of philosophy, gender studies, film

Louis G. Lombardi

Professor and Chair of Philosophy, Chair of Social Justice Studies, Director of the Ethics Center

Areas of Study: ethics, political philosophy, Greek thought

Rui Zhu

Associate Professor of Philosophy

Areas of Study: Asian and comparative philosophy, Plato, philosophy of mind

Chad McCracken

Assistant Professor of Philosophy and Politics

Areas of Study: philosophy of law, political philosophy, analytic philosophy, history of philosophy

Daw-Nay R. Evans Jr.

Assistant Professor of Philosophy

Areas of Study: nineteenth- and twentieth-century European philosophy, ancient Greek philosophy, Africana philosophy

Bonnie Salomon

Lecturer in Philosophy

Area of Study: medical ethics

Daniel DeFranco

Lecturer in Philosophy

Areas of study:

David Gordon

Lecturer in Philosophy

Areas of Study:

Course Descriptions

PHIL 110: Introduction to Philosophy

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. (Meets GEC First-Year Writing Requirement.)

PHIL 112: Reason and the Irrational

The confrontation and dialogue between rationality and the powers of desire, will, spontaneity, and freedom. Discussion will focus on readings from Plato, Descartes, Spinoza, Nietzsche, Kafka, Sartre, and Buber. (Meets GEC First-Year Writing Requirement.)

PHIL 114: Intro to Phil: Asian Thought

Introduction, through representative Asian thinkers from India, China, and Japan, to fundamental philosophical issues such as the nature and meaning of human existence, what true happiness is, and what is real. (Meets GEC First-Year Writing Requirement.)

Jump to:

[Course Descriptions](#)

[Requirements](#)

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.

PHIL 118: Why Philosophy Matters-Applied Eth

(Why Philosophy Matters: Applied Ethics) 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.

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.

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GSWS 200

PHIL 203: Business & Professional Ethics

Analysis and evaluation of ethical problems in business and the professions. Attention will be given to the moral foundations for and limits on business activities, the idea of professional responsibility, and the relationship between professional and business obligations and general moral obligations. (Not recommended for first-year students.)

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.

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?
Cross-listed as: ES 210

PHIL 212: Multicultural Approaches Environmnt

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? (Meets GEC Cultural Diversity Requirement.)

PHIL 214: Educational Reform in the U.S.

This course will explore the meaning of educational reform in the United States, both from a historical and philosophical perspective and in the context of contemporary educational policy. Students will begin the course by studying the progressive educational reform movement of the early twentieth century. They will look at ways in which progressive education initiatives, including the open education movement of the late 1960s and early 1970s, have been challenged by proponents of standardization in schools. Charter schools, magnet schools, school vouchers, and No Child Left Behind also will be examined in order to better understand how the notion of educational reform is one that can be viewed from a wide variety of perspectives and within multiple contexts.

Cross-listed as: EDUC 212, AMER 212

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.

Cross-listed as: EDUC 220

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 as: RELG 223

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.

Cross-listed as: ES 225

PHIL 230: Philosophy and Literature

The question of meaning in and of literature. The philosophical study of works by Aeschylus, Euripides, Chekhov, Dostoevsky, Kafka, Nabakov, Philip Roth, and Milan Kundera as well as the poetry of Dylan Thomas and Wallace Stevens. Critical theories of Nietzsche, Roland Barthes, and Jacques Derrida are used. (Not recommended for first-year students.)

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.

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.

Cross-listed as: AMER 237

PHIL 240: Philosophy of Law

Survey of some main philosophical theories about the nature and justification of law, with intensive examination of several key philosophical problems as they arise in workings of the American legal system. Readings drawn from law and philosophy. (Not recommended for first-year students.)

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.

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.
Cross-listed as: RELG 250

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 253

PHIL 255: Philosophy and European Film

This course explores the philosophical content of contemporary European movies with special emphasis on metaphysical, ethical, and aesthetic ideas developed and visually presented by recognized filmmakers including Ingmar Bergman, Akira Kurosawa, Satyajit Ray, Luis Bunuel, Francois Truffaut, DeSica, Erich Rohmer, Fellini, and Antonioni, and special emphasis on Krzysztof Kieslowski.

PHIL 256: Philosophy and American Film

This course explores the philosophical content of contemporary American film with special emphasis on post-World War II ideas about human freedom, subjectivity, sex and love, and the problem of evil. Film makers include Stanley Kubrick, Woody Allen, Billy Wilder, Orson Welles, Robert Altman, Coen Brothers, David Lynch, Clint Eastwood and Quentin Tarantino.

PHIL 258: Spike Lee and 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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 258

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.

PHIL 265: Symbolic Logic

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).

Cross-listed as: AMER 269

PHIL 271: African American Philosophy

African-American philosophy can be defined in two ways: (1) wide-ranging philosophical work done by Americans of recent black African descent and (2) philosophical work on the lived experience of Americans of recent black African descent. We will primarily read philosophers whose philosophical work emphasizes the African-American experience. Thematically, the course will be guided by one overriding question: Given the historical reality of the Atlantic Slave Trade, the Three-Fifths Compromise, the anti-miscegenation laws, the Fugitive Slave Law, Lynch Law, and the Jim Crow laws, among many other inhumane practices, how does the experience of Africans in America constitute a unique combination of philosophical perspectives? Once we answer this question, we will understand how the African-American experience has created a new tradition in Western philosophy. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: AFAM 271

PHIL 272: Currents in Latin Amer Thought

Taking a historical perspective, the course will examine important themes in Latin American thought such as philosophical anthropology (race, the nature of the human being, and Latin American character), the study of values (subjectivism versus objectivism), and debates about philosophy and history (universalist versus culturalist approaches, free will versus determinist outlooks). (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 272

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. (Meets the GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 275

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.

Cross-listed as: ETHC 276

PHIL 277: Social Justice versus Freedom?

Examination of the perceived tensions between efforts to promote social justice and guarantees of individual freedom. Theoretical debates will be linked to practical issues, such as promotion of free markets versus government social programs and questions of government's legitimate role on personal issues, such as providing for gay marriage. Efforts to seek common ground will be explored. No prerequisites.

Cross-listed as: ETHC 277

PHIL 280: Dialogue

Examination of special topics not offered in regular courses.

PHIL 281: Evol Institut Values: LFC 1857-2007

Collaborative research project culminating in a report on the evolution of the College's values from its inception to 2007. Investigations will examine visions of what should be taught and why, who should be taught and why, the identity of the College, its relationship to changing visions of higher education, and its place in the values debates of the broader community. Participation by invitation.

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. (Meets GEC Cultural Diversity Requirement).
Cross-listed as: ASIA 285

PHIL 290: Ancient Greek Philosophy

The nature of reality, knowledge, goodness, and beauty traced from the pre-Socratics through Plato and Aristotle. Some attention may be given to the transition to the medieval period.

Cross-listed as: CLAS 290

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
Cross-listed as: NEUR 291

PHIL 292: Hegel to Nietzsche

Idealism, romanticism, existentialism, vitalism, and pragmatism. Intensive readings in Hegel, Kierkegaard, Nietzsche, Bergson, James, Husserl, and Freud. Prerequisites: Philosophy 110, 290, and/or 291, or consent of the instructor.

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.

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?
Cross-listed as: NEUR 296

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).
Cross-listed as: GSWS 301

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.

PHIL 303: Gender and Character

Studies of the effects of either femininity or masculinity on moral and aesthetic choices. Several philosophers of character, morality, and psychology, e.g., Aristotle, Nietzsche, Freud, MacIntyre, and Gilligan, will be examined in conjunction with various works of fiction and film. Prerequisite: One philosophy course or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GSWS 303

PHIL 305: Comp Philosophy: East & West

Comparative investigation of Eastern and Western philosophical sources; elucidation and critical examination of fundamental presuppositions, unique conceptual formulations, and alternative approaches to general philosophical issues. Prerequisite: One Western philosophy course and one Asian area course, or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 305

PHIL 310: Communication Ethics

Examination of the ethical components at the heart of human communication. Discussions of practical issues, such as free speech, advertising, and privacy, will be based on theoretical investigations of both communication and ethics. Prerequisite: One course in philosophy or permission of the instructor.

PHIL 315: Soc Ethics Energy Production & Use

Course description: 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 as: SOAN 315, ES 315

PHIL 320: Phenomenol, Existent, Deconstruc

(Phenomenology, Existentialism, and Deconstruction) 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.

PHIL 322: Religious Existentialism

An epoch of European philosophy and religious thought culminated in the great system developed by Hegel. In its wake came a literature of protest, beginning with the Danish philosopher and religious thinker Soren Kierkegaard and moving through a later generation of European intellectuals who came to maturity between the two world wars. Included are Jewish voices such as Martin Buber and Franz Rosenzweig as well as Christian writers such as Paul Tillich and Gabriel Marcel. Readings include texts by these religious existentialists. Prerequisite: Any Religion course or permission of instructor.
Cross-listed as: RELG 322

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.

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.

PHIL 355: Wittgenstein & Analytic Tradition

This course will provide students with a background in the analytic tradition, the philosophical outlook that has dominated Anglo-American schools for much of the twentieth century. Readings may include authors: Frege, Moore, Russell, Ayer, Wittgenstein, Strawson, Grice, Austin, Davidson, Kripke, Ryle, Quine, and Searle. Prerequisite: Philosophy 292 is strongly recommended.

PHIL 360: Identity & Dreams

In this course we will explore philosophical issues of personal identity arising particularly from the phenomenon of dreaming. We will focus on the issue of how different dream interpreting techniques help give rise to different perceptions of personhood and one's relation to the world at large. We will read the Bible, Herodotus, Plato, Descartes, Hobbes, Locke, Freud, Jung, and some ancient Chinese documents. (Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)

PHIL 380: Topics

PHIL 410: Major Philosophers

(Spring 2014 Major Philosophers: 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. This course will examine the philosophical, religious, and literary influences on Nietzsche's thought as well as his affirmative response and alternative to traditional morality. Some of the key questions we will answer include: What is the doctrine of the 'will to power'? Who or what is an Übermensch? What is the eternal recurrence of the same?

PHIL 420: Topics: Plato, Kant, Freud

Plato claims that the soul has three parts. These three parts resemble the three 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." And yet, on the surface these philosophers seem very different. In this

seminar, we will study these philosophers in some depth, analyzing similarities and differences in their conceptions of mind, motivation, and action. Seminar designed for students with a background in philosophy. May be repeated for credit. Prerequisite: Two philosophy courses or permission of the instructor.

PHIL 490: Sr Symposium & Research Project

Independent research plus discussions of that research in meetings of seniors and faculty. (Students undertaking a research project over two semesters would register for regular research project credit in the semester without the symposium.) Open to senior majors and others with permission of the department chair.

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.

Requirements

MAJOR AND MINOR IN 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.

The requirements for the traditional major are:

1. Core Courses:

- Philosophy 156: Logic and Styles of Argument
- Three of the following five courses:
 - Philosophy 290: Ancient Greek Philosophy
 - Philosophy 291: Descartes to Kant
 - Philosophy 292: Hegel to Nietzsche
 - Philosophy 320: Phenomenology, Existentialism, and Deconstruction
 - Philosophy 355: Wittgenstein and the Analytic Tradition
- Philosophy 305: Comparative Philosophy: East and West
- Philosophy 325: Major Ethical Theories

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 292.
- 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.

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Physics

Faculty

[Michael M. Kash](#)
Professor and Chair of Physics

Areas of Study: atomic physics, quantum optics, lasers

[R. Scott Schappe](#)
Professor of Physics

Areas of Study: atomic physics, atomic collisions

[Nathan Muegenburg](#)
Associate Professor of Physics

Areas of Study: non-equilibrium systems, granular materials

Stuart Wick
Visiting Assistant Professor of Physics

Areas of Study:

[Amy Abe](#)
Senior Lecturer in Chemistry and Physics

NMR Consultant

Janice Leonhardt
Lecturer in Physics

Areas of Study:

Jeffrey Schmitz
Lecturer in Physics

Areas of Study:

Thomas Senior
Lecturer in Physics

Areas of Study: Physics lecture demonstrations, Home-made physics apparatus, Home-made musical instruments

Course Descriptions

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.

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.

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.

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

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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.)

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.)

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.)

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.)

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.

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.)

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.

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.)

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.)

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.)

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.

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.)

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.

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.)

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.)

PHYS 480: Experimental Methods

Seminar on techniques that illustrate principles and methods of contemporary physics. Typical experiments are subatomic resonance (NMR and ESR), X-ray phenomena (Moseley's Law, etc.), optical pumping, determination of band gaps in semiconductors, shot noise, Johnson noise, spectroscopy of atoms and molecules, and laser spectroscopy. Students write formal reports and present seminar talks about experiments. Two seminars and one laboratory per week. Prerequisites: Physics 420 and Mathematics 210. (Meets GEC Senior Studies Requirement. Offered in alternate years.)

Requirements

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.

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

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Politics

Faculty

[James Marquardt](#)

Associate Professor of Politics, Chair of International Relations

Areas of Study: American politics, international relations

[Paul S. Orogun](#)

Associate Professor of Politics

Areas of Study: comparative politics, Africa

[Siobhan Moroney](#)

Associate Professor and Chair of Politics

Areas of Study: political theory, American politics

[Michael T. Hartney](#)

Assistant Professor of Politics

Areas of Study: American politics, public policy, U.S. sub-national politics

[Fatima Z. Rahman](#)

Assistant Professor of Politics, Chair of Islamic World Studies

Areas of Study: comparative politics, Middle East politics, Islam and politics

[Debra Homer Levis](#)

Assistant Professor of Politics and Chair of Legal Studies

Areas of Study: American politics and law

[Evan Oxman](#)

Uihlein Assistant Professor of American Politics

Areas of Study: political philosophy, democratic theory, American politics

[Chad McCracken](#)

Assistant Professor of Philosophy and Politics

Areas of Study: philosophy of law, political philosophy, analytic philosophy, history of philosophy

Clifford Deaton

Lecturer in Politics

Areas of Study:

[Stephanie Caparelli](#)

Lecturer in Politics

Areas of Study: politics and law

[Samuel Bassett](#)

Lecturer in Politics

Areas of Study: urban politics and revitalization, American politics, pedagogy

[Aleksandar Jankovski](#)

Lecturer in Politics

Areas of Study: international studies

EMERITUS FACULTY

[Ghada Hashem Talhami](#)

D. K. Pearson Professor of Politics, Emerita

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Areas of Study: Third World politics, women's studies

Paul B. Fischer

Professor of Politics, Emeritus

Areas of Study: local and regional politics, race and politics, American politics

W. Rand Smith

Irvin L. and Fern D. Young Presidential Professor of Politics, Emeritus

Areas of Study: comparative politics (Europe and Latin America), political economy

Course Descriptions

POLS 110: Introduction to Global Politics

This course is an introduction to the main concepts and theories of comparative politics and international relations. Students investigate the democratic and non-democratic political systems and current political issues across the developed and developing worlds; war and peace; prosperity and poverty; and the political ideologies that have shaped politics within and among nations in the modern era.

POLS 120: Introduction to American Politics

Origins of the American political system, basic institutions, political parties and interest groups, and evolution of constitutional interpretation.
Cross-listed as: AMER 119

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.

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.

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.

POLS 213: Non-Violence and Politics of Change

We will begin the course by examining the origins of non-violence as a political philosophy. For the remainder of the semester we will compare movements including India's successful bid for independence under Gandhi and Nehru, the Civil Rights Movement in the United States, the Color Revolutions in Eastern Europe, and the recent non-violent revolutions sweeping across Tunisia, Egypt and other parts of the Arab world. We will also briefly cover movements that have had significant non-violent strands but incorporated or were impeded by violence (e.g. South Africa, Kyrgyzstan, and the Tiananmen Square Protests).

POLS 215: Asian Politics

We will study the political systems of countries in East, South, and Southeast Asia today and the international relations of Asia since the end of the Cold War. (Meets GEC Cultural Diversity Requirement.)

POLS 216: Politics of Middle East

Study will focus on issues of modernization; the nature of Middle East governments; the past and present impact of religion on the region's culture and socio-political system; the Arab-Israeli conflict and its implications for world peace; and the impact of oil on the economy and regime stability in the Persian Gulf region. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ISLM 216

POLS 217: African Politics

A survey of the geography, social and political history, and postindependent politics of Black Africa. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 219

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 219

POLS 220: Political Parties

American parties, pressure groups, and electoral problems.

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.

Cross-listed as: AMER 221

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.

Cross-listed as: AMER 222

POLS 224: Mass Media and American 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.

Cross-listed as: AMER 225

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.

Cross-listed as: AMER 242

POLS 226: 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. Prerequisite: POLS 110 or POLS 120.

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.

POLS 228: American Founding & Popular Sovereignty

As familiar as these opening words of the Preamble of the U.S. Constitution may sound to us, they have inspired a great deal of debate about how best to institutionalize 'the rule of the people.' Through an examination of classic texts and debates from the U.S. founding to the present, we will seek to refine our understanding of the ideal of popular sovereignty by focusing in depth on the American political experience. Topics to be covered include representation, federalism, and constitutional revision.

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.'

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.)

POLS 235: Race & Gender in American Politics

In this course we will explore the complex relationship between race and gender in the American political process. How do underrepresented racial groups and women attain legislative success? What role does identity politics play in influencing voter decisions? We will examine how race and gender affect political behavior, public policy, American political culture, and the overall political landscape. (Meets GEC Cultural Diversity requirement.)

POLS 239: Chicago: Local and Global

Chicago is a global and a 'local' city. On the one hand, the city is involved in manufacturing, trade, and services on a worldwide basis. On the other hand, Chicago is a city of neighborhoods, often based on strong ethnic and racial identities. The course examines the city's dual quality by studying the interconnections between the world economy and the daily life of Chicagoans. A key connection is immigration, which we shall explore from the standpoint of several important communities, including, most prominently, Hispanics/Latinos, as well as African-Americans, Eastern Europeans, and Asians. The course will take both an historical and contemporary approach, as we analyze how the city developed economically, politically, and culturally since the late 19th century, as well as how the city is adjusting today in an age of globalization. No prerequisites. Cross-listed in American Studies, Latin American Studies, and serves as an elective for Urban Studies. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: LNAM 202, AMER 226

POLS 240: American Foreign Policy

Students in this course explore the major historical developments and ideologies that have shaped American foreign policy since the founding of the Republic. We also study the models of foreign policy decision-making and the foreign policy institutions of the national government on matters related to war and national security, trade and monetary policy, and the global environment. The role of civil society in foreign policy is also considered. Special emphasis is given to the post- 9/11 era.
Cross-listed as: AMER 241

POLS 241: Global Issues

This course is a survey of the contemporary international politics of the great powers (e.g. United States, the European Union, Russia, Japan) and emerging powers (e.g., China, India, Brazil) in relation to contemporary issues in international economic, security, humanitarian, and environmental affairs. Special consideration is given to the implications of China's rise to global power on the U.S.- and Western- dominated international order.

POLS 242: Politics of the Developing World

This course highlights special topics relating to the domestic and international politics of developing countries, such as delayed industrialization, the lingering impact of colonialism, and recent trends in democratization and economic development and under-development. Recent trends related to the emergence of newly industrialized countries (NICs) are also considered. (Meets GEC Cultural Diversity Requirement.)

POLS 245: Theories of International Relations

In this course, students survey the major theoretical models and concepts associated with the study of international relations for the purpose of analyzing and thinking critically about contemporary international political issues.

POLS 250: American Political Thought

Students survey American political thought from the Revolutionary Era to the present day (or from the original Boston Tea Party to the contemporary Tea Party movement). Topics to be covered include: revolutionary ideas and their historical antecedents, the framing of the Constitution, 19th century responses to slavery and industrialism, the Progressive Era, and the philosophical underpinnings of contemporary conservatism and liberalism. There are no prerequisites, but either POLS 120 or a previous course in political theory is encouraged.
Cross-listed as: AMER 260

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 will explore 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 will inform and illuminate our perusal of political theorists' approach to the relationship between the private family and the state. Readings include selections from the Bible, Sophocles and Aristophanes, Plato and Aristotle, the Gospels, St. Augustine, Hobbes, Locke, Rousseau, Wollstonecraft, Tocqueville, Mill, Engels and others. POLS 130 is recommended but not required. (Meets GEC Cultural Diversity Requirement)
Cross-listed as: GSWS 251

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.

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.

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. Cross-listed as: AMER 259

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. Cross-listed as: AMER 265

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. Cross-listed as: AMER 268

POLS 267: Intro to Criminal Law & Procedure

This course surveys the essentials of criminal law and procedure, from arrest and trial to appeal. Using a case law approach, supplemented by articles and essays on specific topics of interest, students follow the prosecution and defense of a case. This course examines police and prosecutor conduct, focusing on search and seizure issues, interrogation techniques, identification methods and the constitutional and evidentiary issues that accompany them, and the changing laws of electronic surveillance. It also analyzes defense methods, the use of opening statements and closing arguments as tools of persuasion and sentencing issues, as well as post-trial matters, appeals, post-conviction or habeas corpus reviews of convictions and sentences, and capital punishment and life without parole. Prerequisite: Politics 120 or consent of instructor.

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.

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.

POLS 291: Tutorial

To be arranged individually with an appropriate faculty member.

POLS 310: State and Nation-Building

This seminar focuses on the nature, dynamics, and strategies of state and nation-building processes within the modern international state system. Students will examine the mechanisms utilized to forge and facilitate national consciousness among the fragile, developing post-colonial states of

Africa and other Third World countries. Dominant theoretical paradigms and empirical case studies that focus on the salient differences among nation-states, nations in search of states, and states in search of nations will be discussed. Other subjects include the role and relevance of nationalist ideology in our modern world and the causes, mechanisms, and consequences of ethnic conflicts and separatist movements in both developing countries and advanced industrialized states. Prerequisite: POLS 110 or consent of instructor.

POLS 311: Political Systems: Islamic World

About one in four countries have Muslim-majority populations. This course examines the political systems of the Islamic world, which spans the globe from Europe and Africa to Southeast Asia. Students learn about the variety of regime types among these countries, including absolute and constitutional monarchies, one-party republics, theocracies, and Islamic and liberal democracies. Particular attention is given to the role of religion, culture, economic development, and history in the formation and operation of the political orders of these countries. Prerequisite: POLS 110 or consent of instructor. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: ISLM 312

POLS 313: Political Islam

This course examines the interaction of Islam and politics. It begins with an examination of the relationship between Islam and politics in the early history of the Islamic state. It then studies the ways in which Islam is incorporated into Muslim countries today and the various models of contemporary Islam-state relations. The course also examines Islamist movements and parties, and their role in the domestic politics of Muslim countries, including the period of the Arab Spring. Prerequisite: Politics 110 or consent of instructor. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: ISLM 313

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. (Meets GEC Cultural Diversity requirement.)

POLS 317: Global Democratization

This course is a thematic and historical study of recent transitions from authoritarian rule to democracy. Students discuss theories of democratization and democratic consolidation, examine the key features of different 'waves' of democratization, and consider how new democracies avoid 'backsliding' to authoritarianism. Students also explore the relationship between democratic systems of government and culture. Prerequisite: POLS 110 or consent of instructor. (Meets GEC Cultural Diversity Requirement.)

POLS 318: Topics in Comparative Politics

This seminar examines selected topics in comparative politics.

POLS 322: Campaigns, Elections & Pol Parties

(Campaigns, Elections, and Political Parties) In this course, students examine the nomination procedures and election of political candidates, with a focus on significant historical campaigns, both congressional and presidential. We also study the role and development of political parties with a particular emphasis on emerging third parties, from a historical and contemporary perspective. The influences of interest groups, race, gender, voting behavior, and the media on our electoral process are also considered. Prerequisite: POLS 120 or the consent of instructor.
Cross-listed as: AMER 322

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.

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.

POLS 327: Democracy and Our Schools

This course examines K-12 education policy through the lens of politics. On the one hand, schools influence American democracy by cultivating norms of civic engagement and political participation among youth. Yet, schools are themselves shaped by democratic politics. As agencies of government, nearly everything about the way schools function is determined through the political process. Consequently, this course considers the causes and consequences of living in a nation that relies on elected officials to govern its schools. We first assess the varied goals and purposes of public schooling. We then examine the formal institutions, interest groups, and ideas that influence American education policy. Key questions include: Does politics compromise equality and for whom? Is education policy more responsive to the needs of some students than others? How much voice should the public have in shaping education policy? Should schools be organized primarily by politics or by markets? Prerequisite: POLS 120.

POLS 328: Topics in American Politics

Seminar examining selected topics on political issues, institutions, or problems such as race and criminal justice. (Meets GEC Cultural Diversity Requirement, depending on topic.)

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.

POLS 345: Int'l Relations of the Middle East

(International Relations of the Middle East) This course explores the international relations of the Middle East within the larger context of theories of international relations. It provides a conceptual, theoretical and empirical background for the complex interplay of regional and global politics, especially the dynamic interactions of Middle East countries with the United States, Europe, Russia and China. Also considered is the impact of globalization on socio-political structures in the region, and the increasing political role of non-state actors such as religious movements and global satellite channels. Prerequisite: POLS 110 or consent of instructor. (Meets GEC Cultural Diversity Requirement)

POLS 346: International Humanitarian Law

This course explores the development and operation of international humanitarian law, the body of international law that seeks to limit the effects of armed conflict by regulating the means and methods of warfare and by protecting persons not participating in the hostilities. We will discuss key doctrinal features of international humanitarian law—including, e.g., proportionality, military necessity, and the distinction between civilian objects and military objectives—as well as key sources of international humanitarian law, including, e.g., the Conventions of The Hague and Geneva (and their progeny). We will examine the difference between international and non-international armed conflicts, and we will also consider the relationship between international humanitarian law and other areas of international law, such as international human rights law and international criminal law. Prerequisite: POLS 110 or consent of instructor

POLS 347: International Institutions

In this course students survey the theories of international institutions, 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 United Nations system and the European Union. Prerequisite: Politics 110 or consent of instructor.

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.

POLS 350: Liberty

The concept of individual liberty is a relatively modern one; its development began with the English Enlightenment. In this course, we will 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? Course readings are likely to include Hobbes, Locke, Smith, Publius, Tocqueville, Marx, Mill, Hayek, Friedman, and Rawls, among others. Pre-requisite: POLS 130 or consent of instructor.

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 will explore questions of justice and the law and whether justice can be found within the law or is external to it. Readings include those by Plato, Aquinas, Hobbes, Locke, Thoreau, Mill, King, Rawls, Gunier, and contemporary legal theorists. Prerequisite: POLS 130 or consent of instructor. Not open to students who have already completed POLS 357.

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 as found in the writings of Burke, Rousseau, Tocqueville, Marx, Nietzsche, Freud, Marcuse, Arendt, and contemporary anti- and postmodernists. Prerequisite: POLS 130 or consent of instructor.

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.

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. (Meets GEC Cultural Diversity Requirement.)

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.

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 as: AMER 360

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AMER 364

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.
Cross-listed as: AMER 366

POLS 390: Internship

To be arranged individually with an appropriate faculty member.

POLS 391: Tutorial

To be arranged individually with an appropriate faculty member.

POLS 395: Internship

Relates theory to practice by placing students in governmental agencies, community interest groups, and other political environments. (Two course credits.)

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.

POLS 481: Revolutions and Global Development

(Senior Seminar in Global Politics: Revolutions and Global Development) Social movements and political transformations constitute the critical dynamics of the contemporary international system. This senior seminar exposes students to key concepts, theories and empirical case studies in

struggles for democracy and resistance against dictatorships in the modern world. We will critically analyze some of the goals of popular uprisings, peasant insurgencies, and popular mass mobilizations, and their effects on the geo-strategic configurations of power among major nation states. Utilizing regional case studies from England, France, Russia, China, Iran, Algeria, South Africa, etc., students will debate the scholarship on social change, economic development, and the imperatives of political democratization in the quest for power and prestige. We will also consider conflict and cooperation in the globally interdependent world system. This course is the capstone experience for fourth year politics and international relations majors.

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. (Meets GEC Cultural Diversity requirement.)

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.

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.

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.

POLS 490: Internship

To be arranged individually with a faculty supervisor.

POLS 491: Tutorial

To be arranged individually with a faculty supervisor.

Requirements

MAJOR AND MINOR IN POLITICS

Requirements for the Major:

Politics majors must take a minimum of 10 Politics courses.

- Three required foundational courses, taken in any order:
 - Politics 110: Introduction to Global Politics (prerequisite for 300- and 400-level courses in the Global Politics Track)
 - Politics 120: Introduction to American Politics (prerequisite for 300- and 400-level courses in the American Politics Track)
 - Politics 130: Great Political Ideas (prerequisite for 300-level courses in political theory)
- Politics 200: Methods of Political Research
- One course in political theory at the 200 or 300 level
- The makeup of the remaining five courses depends upon each student's learning objectives:
 - Majors who concentrate their studies in American politics must take four additional courses at the 200 and 300 levels: three courses in the American Politics Track and one course in the Global Politics Track.
 - Majors who concentrate their studies in global politics must take four additional courses at the 200 and 300 levels: three in the Global Politics Track and one in the American Politics Track.
 - Majors must take the 400-level senior studies experience (i.e., senior seminar, senior research project, senior thesis) that corresponds to their track concentration. The Department of Politics offers six senior seminars, four in American Politics (Politics 480, 482, 484, 485) and two in Global Politics (Politics 481, 483). Politics majors in the Global Politics Track can substitute the senior seminar of the International Relations Program (International Relations 480 or 481 or 482) for Politics 481 or 483.

Regardless of the concentrations they choose, all politics majors must take at least four of their ten courses at the 300 and 400 levels.

College policy prohibits a student from taking more than 15 courses in any one department.

Politics Major Tracks

American Politics Track	Global Politics Track
Politics 110, 120, and 130	Politics 110, 120, and 130
Politics 200	Politics 200
One course in political theory at the 200 or 300 level	One course in political theory at the 200 or 300 level
Four additional concentration courses at the 200 and 300 levels. Three of these courses must be in the American Politics Track, and one must be in Global Politics Track.	Four additional concentration courses at the 200 and 300 levels. Three of these courses must be in Global Politics Track, and one must be in American Politics Track.

One senior studies capstone experience (i.e., senior thesis, senior project, senior seminar) in the American Politics Track.	One senior studies capstone experience (i.e., senior thesis, senior project, senior seminar) in the Global Politics Track. (Students are welcome to substitute the senior seminar of the International Relations Program.)
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In order to graduate with a degree in Politics, a student must attain a minimum 2.0 GPA in the major.

Requirements for the Minor:

Politics minors must take a minimum of 6 Politics courses.

- Two of the three foundational courses (Politics 110, 120, and 130)
- Four courses beyond the foundational courses, at least two of which must be at the 300 or 400 level

Students must maintain a 2.0 GPA in the minor.

Transfer and Advanced Placement (AP) Credits

Courses transferred from other colleges and universities may be substituted for Lake Forest College courses in politics after consultation with a student's advisor and with the permission of the Chairperson of the Department of Politics. The Department of Politics gives automatic credit for Politics 110 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.

Course Curriculum and Requirements of the Department of Politics

Foundations (3 Courses)
<p>___ Introduction to Global Politics (110)</p> <p>___ Introduction to American Politics (120)</p> <p>___ Great Political Ideas (130)</p> <p><i>These courses may be taken in any order</i></p>
Methods (1 Course)
<p>___ Methods of Political Research (200)</p> <p><i>This course must be completed by the end of the third year</i></p>
Political Theory (1 Course)
200 or 300 Level
<p>___ American Political Thought (250)</p> <p>___ Family Structure and Political Theory (251)</p> <p>___ Education and Political Power (252)</p> <p>___ Liberty (350)</p> <p>___ Justice and the Law (351)</p> <p>___ Liberalism and Its Critics (352)</p> <p>___ Democratic Theory (358)</p>

A. American Politics Track (4 courses; 3 from Track A and 1 from Track B)	B. Global Politics Track (4 courses; 3 from Track B and 1 from Track A)
200 and 300 Levels	200 and 300 Levels
<input type="checkbox"/> The Presidency (221)	<input type="checkbox"/> Politics of Europe (210)
<input type="checkbox"/> Congress (222)	<input type="checkbox"/> Non-Violence and Politics of Change (213)
<input type="checkbox"/> Mass Media and American Politics (224)	<input type="checkbox"/> Politics of South Africa (214)
<input type="checkbox"/> Influence and Interest Groups (225)	<input type="checkbox"/> Politics of Asia (215)
<input type="checkbox"/> Public Policy Studies (226)	<input type="checkbox"/> Politics of the Middle East (216)
<input type="checkbox"/> Race & Gender in American Politics (231)	<input type="checkbox"/> African Politics (217)
<input type="checkbox"/> Race & Politics in the Age of Obama (232)	<input type="checkbox"/> Politics of Latin America (219)
<input type="checkbox"/> Chicago Politics (233)	<input type="checkbox"/> American Foreign Policy (240)
<input type="checkbox"/> Urban Politics (234)	<input type="checkbox"/> Global Issues (241)
<input type="checkbox"/> Legal Studies (260)	<input type="checkbox"/> Politics of the Developing World (242)
<input type="checkbox"/> American Constitutional Law (261)	<input type="checkbox"/> Theories of International Relations (245)
<input type="checkbox"/> Jurisprudence: Philosophy of American Law (262)	<input type="checkbox"/> State and Nation-Building (310)
<input type="checkbox"/> The Judiciary (266)	<input type="checkbox"/> Political Systems: Islamic World (311)
<input type="checkbox"/> Criminal Law and Procedure (267)	<input type="checkbox"/> Political Islam (313)
<input type="checkbox"/> Law, Medicine and Ethics (268)	<input type="checkbox"/> Comparative Foreign Policy (315)
<input type="checkbox"/> Testimony and Trials (269)	<input type="checkbox"/> Global Democratization (317)
<input type="checkbox"/> Campaigns and Elections (322)	<input type="checkbox"/> Topics in Comparative Politics (319)
<input type="checkbox"/> Federalism (323)	<input type="checkbox"/> Public Opinion (324)
<input type="checkbox"/> Public Opinion (324)	<input type="checkbox"/> U.S. - Latin American Relations (341)
<input type="checkbox"/> Democracy and Our Schools (327)	<input type="checkbox"/> International Political Economy (342)
<input type="checkbox"/> The First Amendment (361)	<input type="checkbox"/> International Relations of the Middle East (345)
<input type="checkbox"/> The Fourteenth Amendment: Civil Rights & Equality (363)	<input type="checkbox"/> International Humanitarian Law (346)
<input type="checkbox"/> Civil Liberties (365)	<input type="checkbox"/> International Institutions (347)
<input type="checkbox"/> Topics in Public Law: Federal Indian Law (369)	<input type="checkbox"/> International Law (348)
	<input type="checkbox"/> Women in the Developing World (349)

<p align="center">Senior Studies (1)</p> <p align="center">400 Level</p>	<p align="center">Senior Studies (1)</p> <p align="center">400 Level</p>
<p>_____ Senior Seminar in American Politics & Law: Presidential Power (480)</p>	<p>_____ Senior Seminar in Global Politics: Revolutions and Global Development (481)</p>
<p>_____ Senior Seminar in American Politics & Law: Affirmative Action (482)</p>	<p>_____ Senior Seminar in Global Politics: Democratic Peace & War (483)</p>
<p>_____ Senior Seminar in American Politics & Law: Searches, Seizures, and Security (484)</p>	<p>_____ Senior Research Project (493)</p> <p>_____ Senior Thesis (494)</p>
<p>_____ Senior Seminar in American Politics & Law: Constitutional Change (485)</p>	<p>_____ Senior Seminar in International Relations: The 21st Century World (Dis)order (IREL 480)</p>
<p>_____ Senior Research Project (493)</p>	<p>_____ Senior Seminar in International Relations: Security & Insecurity (IREL 481)</p>
<p>_____ Senior Thesis (494)</p>	<p>_____ Senior Seminar in International Relations: Democracy and the Middle East (IREL 482)</p>

Print and Digital Publishing

Faculty

[Davis Schneiderman](#)

Professor of English, Associate Dean of Faculty, Director of the Center for Chicago Programs

Areas of Study: American literature, American studies/Chicago literature and history, Remix/Mash-up culture, William S. Burroughs, innovative and avant literature

[Joshua Corey](#)

Associate Professor of English, Chair of Print and Digital Media

Areas of Study: modern and contemporary poetry, creative writing, critical theory, Anglo-American modernism

[Benjamin Goluboff](#)

Associate Professor and Chair of English

Areas of Study: American literature, nineteenth-century literature, literature and the environment

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Requirements

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.

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 323: LFC Press/ &NOW BOOKS or English 324: LFC Press: Plonsker Prize*
- A one- or two- credit publishing internship

*One of these courses must be taken as part of the core. The second is an optional elective.

One or two electives, to complete the 6-credit minor:

- Art 235: Illustrating Children's Books
- Art 250: Printmaking
- Art 252: Bookbinding for Artists and Authors
- Art 253: Graphic Design
- Art 350: Advanced Printmaking
- Art 370: Interactive Web Design
- Communication 120: Introduction to Journalism
- Communication 320: Advanced Journalism
- 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 227: The Literary Magazine in America
 - English 262: The History of the Book and Beyond
 - English 323: LFC Press/&NOW BOOKS*
 - English 324: LFC Press: Plonsker Prize*
 - Only *one* of the following 300-level writing courses, from 360-369:
 - English 360: Fiction Writing
 - English 361: Poetry Writing
 - English 362: New Media/Electronic Writing
 - English 363: Children's & Young Adult Literature
 - 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
 - French 315: Technical & Literary Translation
 - French 317: Creative Writing & Translation
 - Spanish 310: Creative Writing
- *One of these courses must be taken as part of the core. The second is an optional elective.

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Psychology

Faculty

[R. Sergio Guglielmi](#)
Professor of Psychology

Areas of Study: clinical psychology, health psychology, cognitive-behavioral therapy, psychophysiology, educational psychology, structural equation modeling, analysis of longitudinal data (e.g., latent growth modeling)

[Matthew R. Kelley](#)
Professor of Psychology, Chair of Neuroscience

Areas of Study: cognitive psychology, learning and memory, research methods and statistics

[Susan M. Long](#)
Associate Professor of Psychology, Chair of Gender, Sexuality and Women's Studies

Areas of Study: community psychology, violence against women, women in poverty, and community interventions

[Naomi Wentworth](#)
Associate Professor and Chair of Psychology

Areas of Study: developmental psychology, aging, motivation, brain function in attention, mathematical psychology, infant development

[Nancy Brekke](#)
Associate Professor of Psychology

Areas of Study: social psychology, psychology and law, research methods and statistics, social cognition, prejudice

[Jean-Marie Maddux](#)
Assistant Professor of Psychology

Areas of Study: behavioral neuroscience, associative learning, attention and learning, motivation, incentive salience, addiction, behavioral pharmacology

[Verena Bonitz](#)
Assistant Professor of Psychology

Areas of Study: psychological measurement, individual differences, student evaluation of teaching, vocational psychology

[Kathryn Dohrmann](#)
Assistant Professor of Psychology

Areas of Study: developmental psychology, human sexuality, public health, psychology of gender, environmental psychology

Daniel Curlik
Lecturer in Neuroscience

Areas of Study:

EMERITUS FACULTY

[David L. Krantz](#)
Professor of Psychology, Emeritus

Areas of Study: history and systems of psychology, theories of sanity and insanity, social psychology of science, cross-cultural psychology

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Course Descriptions

PSYC 110: Introduction to Psychology

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. (Meets GEC First-Year Writing Requirement.)

PSYC 191: Tutorial

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. (Meets GEC Cultural Diversity Requirement.)

PSYC 205: Stereotype, Prejudice, Discrimination

An examination of psychological approaches to the problems of prejudice and discrimination. Topics covered include the prevalence of prejudice in American society, theoretical perspectives on the causes of prejudice, the psychological processes underlying different forms of prejudice (e.g., racism, sexism, ageism, homophobia, and ethnocentrism), and methods of combating prejudice and encouraging acceptance of diversity. Such topics will be explored through examination of classic and contemporary research. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 205, AMER 201

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.

Cross-listed as: GSWS 206

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.

PSYC 209: History & Philosophy of Psyc

How did the field of psychology become what it is today? In this course we will trace the history of psychology, from its origins in philosophy to its modern place among the social and behavioral sciences. We will examine the development of the discipline's fundamental assumptions regarding human nature, society, and methodology. We will consider where such assumptions came from, how they evolved over time, and how they shape psychological research and practice today. We will focus on both pure laboratory research (e.g., learning theory) as well as applied, societal contributions (particularly clinical psychology). Prerequisite: Psychology 110

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. Cross-listed as: GSWS 210

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. Cross-listed as: GSWS 211

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. Cross-listed as: ES 215

PSYC 216: Sanity, "Madness" & Society

Mental illness is not only a disorder of the mind but a social issue as well. Societal stresses contribute to the onset of many of these illnesses and reduce the likelihood of overcoming the problem. How stigma, public policy, and social stressors relate to the development and continuance of mental illness will be explored through lectures, readings, and field experiences in a variety of mental health settings. No prerequisite.

PSYC 221: Research Methods & Stats I Lab

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.

PSYC 222: Research Methods & Stats 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.

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.

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 as: NEUR 310

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.

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 as: NEUR 320

PSYC 321: Psychology Research in Community

Psychological research takes place in a wide variety of community settings including local schools, museums, and social service agencies. In this course, you will put your knowledge of research methods and statistics into practice by working on a research project in a community setting. Students can join one of several projects that are already underway, or they can initiate a new project in consultation with the instructor. Prerequisites: Psychology 222 with a grade of at least C- and permission of the instructor.

PSYC 325: Sales Communications

This course, designed largely for juniors and seniors who are looking forward to careers, emphasizes interrelations between academic and practical realms. What do basic principles of psychology suggest in regard to marketing, personal salesmanship, and stock market prices? In what ways is our knowledge of human psychology deepened by studying our consumer society? Readings include empirical journal articles as well as historical and current books. Discussions, independent projects, papers, examinations, and a strong emphasis on informed oral participation by students. Alumni mentors in sales professions visit at regular intervals, giving descriptions of their industries and careers. Prerequisites: sophomore standing and Psychology 221 with a grade of at least C-, or comparable preparation, from courses in other departments, in understanding and summarizing scientific journal articles.

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 as: NEUR 330

PSYC 340: Psychology of Sex and Gender

This course examines theory and research related to gender, sexuality, and their interactions. Topics include those traditionally associated with gender (such as sex differences and similarities, sex stereotypes, and gender learning) as well as those traditionally associated with human sexuality (such as the biology of human sexual response, love and sexual relationships, sexual orientation, and sexual health issues). We will consider the interrelationships between these topics, and think critically about their portrayal in academic and popular media. Prerequisites: Psychology 110 and sophomore standing. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GSWS 340

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-.

PSYC 346: Org: Sesquicen of Leadership

The importance and impact of effective leadership in organizations. Basic applications of leadership theories, the identification of leadership characteristics and styles as applied to top performing organizations. Among the organizational leadership approaches that would be explored are 1) person-related theories; 2) behavior-related theories; 3) Fiedler's contingency theory; 4) path-goal theory; 5) leader-member exchange theory; 6) transformational leadership; and 7) diversity in leadership with respect to gender, ethnic minorities and cross-cultural patterns of leadership. Students would learn first hand about the different types of leadership styles and characteristics and then attempt to apply theory to actual examples. How can we apply the modern techniques of social science research methods and statistics to assist in avoiding hindsight bias, when we formulate our judgments?

PSYC 350: Abnormal Psychology

Intended to acquaint students with the biological, emotional, behavioral, and cognitive foundations of psychopathology. Issues of classification, description, etiology, and treatment of abnormal behavior are examined from the point of view of contemporary empirically based perspectives. Specifically, these issues are considered in the context of a variety of psychopathological manifestations, including anxiety, eating, schizophrenic, mood, personality, addictive, and sexual disorders. Prerequisite: Psychology 221 with a grade of at least C-.
Cross-listed as: NEUR 350

PSYC 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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GSWS 355

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 as: NEUR 360

PSYC 370: Neuroscience and Behavior

How do the brain's neurons, synapses, and electrical and chemical activities participate in psychological processes? What are the neural foundations of human perception, motivation and emotion, learning, memory, movement, and consciousness? Discussion of the modes of action of antidepressants, other psychotherapeutic drugs, and drugs of abuse. In what ways are functions localized in the brain, and how is it possible for recovery from brain damage to take place? Laboratory sessions include experiments in brain foundations of sensation, movement, emotion, and learning in animals, demonstration of human brain waves, comparison of brains with computers, and basic exercises in computerized data acquisition and analysis. Prerequisite: a college course in mathematics or natural science approved by the instructor (such as the core introductory courses in biology or chemistry) or Psychology 221 with a grade of at least C-. Cross-listed as: NEUR 370

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 as: NEUR 372, BIOL 372

PSYC 375: Personality

This course offers a general introduction to the study of personality. It surveys the major theoretical perspectives and research issues in the field of personality psychology. In particular, the contributions made by psychodynamic, humanistic, trait, and cognitive-behavioral theories to the study of personality development, personality assessment, and personality change will be reviewed. Students will be encouraged to examine critically the diversity of those theoretical formulations, their basic assumptions, and the research evidence available to support them. The area of personality assessment will receive particular attention. Test construction and relevant psychometric issues will be examined during lectures, class discussions, and paper assignments. Prerequisite: Psychology 221 with a grade of at least C-.

PSYC 380: Practicum: Internships

Supervised practice in applying psychological principles in research, organizational, and service settings outside the College. A wide array of placements is available, including mental health facilities, social service agencies, corporate and military environments, school counseling programs, and non-profit organizations; we work with students to adapt internships to their individual interests and goals. Students should initiate plans, in collaboration with the instructor, during the semester preceding the internship. All internships in psychology are done within this course and include an accompanying on-campus seminar. Open to junior and senior psychology majors with permission of the instructor. (Because the practicum experience varies, students may be permitted to repeat.)

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.

PSYC 420: Learning/Evolution Human Behavior

New perspectives emerge when we think about psychology in terms of biological evolution. What is the focus of human adaptations: The individual? One's family? One's group? Your so-called 'selfish genes'? How did the human brain, its mental capacities and emotions, evolve? In what ways are we the same as, and different from, other species? In what ways is your life story the product of the history of human societies and of the longer history of biological evolution? Readings in empirical and theoretical scientific journals and interdisciplinary perspectives, with an emphasis on student papers, oral presentations, and discussion. 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 and neuroscience. Cross-listed as: NEUR 420

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.

PSYC 440: Clinical Psychology

(Offered Less Frequently) This course is designed to help prepare students for graduate school in clinical psychology or for employment in clinical settings by providing instruction and practicum apprentice experience in the diagnosis and remediation of individual, child, marriage, family, and community problems. Prerequisites: Psychology 222 with a grade of at least C- and Psychology 330, 350, or 375. Preference in registration to graduating seniors majoring in psychology.

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. Cross-listed as: NEUR 450

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.

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 will examine psychological research and theory on gender-based violence perpetration, prevention, and treatment. In this examination, we will 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.

PSYC 480: Senior Seminar

(Offered Less Frequently) Contemporary issues in a broad range of topics will be examined via discussion between psychology faculty and invited students. Among the areas discussed will be personality, learning, social psychology, and developmental psychology. Prerequisite: Senior standing; by invitation.

Requirements

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).

- Psychology 110: Introduction to Psychology
- Psychology 221: Research Methods and Statistics I
- Psychology 222: Research Methods and Statistics II
- 2 of the following 4 courses:
 - Psychology 255: Social Psychology
 - Psychology 330: Motivation & Emotion
 - Psychology 350: Abnormal Psychology
 - Psychology 375: Personality
- 2 of the following 4 courses:
 - Psychology 310: Sensation and Perception
 - Psychology 320: Learning
 - Psychology 360: Cognitive Psychology
 - Psychology 370: Neuroscience and Behavior
- 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.

- Psychology 110: Introduction to Psychology
- Psychology 221: Research Methods and Statistics I
- Psychology 222: Research Methods and Statistics II

- 1 of the following 4 courses:
 - Psychology 255: Social Psychology
 - Psychology 330: Motivation & Emotion
 - Psychology 350: Abnormal Psychology
 - Psychology 375: Personality
- 1 of the following 4 courses:
 - Psychology 310: Sensation and Perception
 - Psychology 320: Learning
 - Psychology 360: Cognitive Psychology
 - Psychology 370: Neuroscience and Behavior
- 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 student-designed or collaborative research under the heading of a research project or senior thesis. Such projects sometimes result in student-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. Students' practical experiences are put into perspective in weekly seminar discussions on campus with a faculty member and the other students who are completing internships that semester. All such internships in psychology are done within the framework of the practicum course, Psychology 380.

Career Preparation

Some Psychology courses are especially helpful for those considering specific types of careers. Psychology 325 and Psychology 345 will help students prepare for careers in business or other organizations. Psychology 210, Psychology 318, and Psychology 320 are of special interest to those pursuing careers in education. Psychology 430 is of particular value to pre-law students, while pre-med students will benefit from taking Psychology 310, Psychology 370, and Psychology 450.

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Religion

Faculty

[Catherine Benton](#)

Associate Professor and Chair of Religion

Areas of Study: history of religions, Asian religions, cross-cultural studies

[Benjamin Zeller](#)

Assistant Professor of Religion

Areas of Study: North American religions, Christianity, religion & culture

[Ariel Schwartz](#)

Lecturer in Religion

Areas of Study:

[Laura Dingeldein](#)

Lecturer in Religion

Areas of Study:

[Jason Renken](#)

Lecturer in Religion

Area of Study:

[Ryan Cook](#)

Lecturer in Sociology and Anthropology

Areas of Study: science and technology studies, new religious movements, environment and disasters, epistemology, expertise, Mexico and the U.S.

[Hazim Fazlic](#)

Lecturer in Religion

Areas of Study: Islamic studies

[Julius Crump](#)

Lecturer in Religion

Areas of Study: theories of the public and secularity, African American religious thought

Course Descriptions

RELG 118: Comparative Religious Ethics

An introduction to the sources and patterns of moral reasoning within the traditions of Christianity, Islam, Judaism, and Buddhism, by comparing arguments from each tradition on issues of sexuality and the ethics of war and peace. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ETHC 118

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. (Meets GEC Cultural Diversity Requirement.)

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[Requirements](#)

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. Cross-listed as: ENGL 180

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. Intended for first-year students and sophomores only (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ASIA 185

RELG 200: Topics:Relg & Architecture Chicago

(Topics: Religion, Architecture, and Space in Chicago). Chicago is renowned as one of the most vibrant centers of religious diversity and architectural sophistication in the United States. This course looks to the intersection between American religion and American architecture to study how communities of faith have created and used different urban and suburban spaces in the greater Chicago area. We focus on immigrant groups, neighborhoods, and sacred spaces themselves. This course includes both historical and living communities and spaces, drawing from the tools of religious studies, history, urban studies, and architectural studies, and features several hands-on site visits. (Elective for Urban Studies.) (Meets GEC Cultural Diversity Requirement.) Cross-listed as: AMER 200

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. (Meets GEC Cultural Diversity Requirement.)

RELG 211: Global Judaism

This course explores the origin, development, and contemporary life of Judaism. We will focus on how both ancient and contemporary Judaism emerge from a mix of different cultural and social forces, and how this religion has been shaped by thousands of years of spread (diaspora) throughout the globe. We consider texts, practices, and community developments, and look at Judaism as not just a historical religion but one that continues to develop and change today. (Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 213, ISLM 213

RELG 214: Hinduism

This course examines the teachings of the Hindu religious tradition as presented in the earliest writings of the tradition, as well as in dramas, epic narratives, and contemporary religious practice. In the course of the semester, we will visit Hindu Temples in the Chicago area as we explore the historical, social, and cultural context of Indian religious themes as they continue to be practiced in the 21st century. Texts range from philosophical musings about the nature of the universe to the story of a king who loses his wife to a 10-headed demon. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 214

RELG 215: Buddhism

An introduction to the origins of Buddhism in India as well as to the major cultural and historical influences on the spread of Buddhism throughout Asia, particularly in India, Sri Lanka, Myanmar, Thailand, Tibet, China, and Japan. The course will examine various forms of Buddhist practice including devotion, ethics, sangha membership, meditation, rituals, and festivals. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 215

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 216

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 interdisciplinary scholarly writings about the relationships between pop culture, religious identities, devotional practices, and political projects. No prerequisites. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 220, ISLM 220

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ETHC 250, AFAM 250

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.
Cross-listed as: PHIL 223

RELG 230: Religion and Politics

This course will examine the complex social, historical, and intellectual forces that impact the relationships between religion and politics. Students will begin by exploring the historical genealogy of Western ideas about the proper role of religion in the public square. We will draw from various theoretical approaches in order to better understand particular case studies, including: Christian and Buddhist monks during the Vietnam War; Islam and democracy in Turkey; the head scarf debate in France; Islamic art in post-authoritarian Indonesia; religion and violence in Sri Lanka; liberation theology in Central and South America; and, colonialism and Catholicism in the Philippines. We will critically reflect on the role of religious ideology as well as the ways in which religious explanations of politics and violence can obscure more enduring histories of power relations. No prerequisites. (Meets GEC Cultural Diversity Requirement.)

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.
Cross-listed as: HIST 234, AMER 234

RELG 235: Relig in Contemp America

This discussion-based course begins with the question of whether there is an 'American religion' and what that religion might be. We ask how Jews, Catholics, Hindus, Buddhists, and Muslims have been able to find religious homes in America. We talk about immigration, alternative religions, and the ways that we can find religion everywhere from television to sports to shopping malls. Finally, we look to how today's generation of college students and other young adults are reshaping religion in contemporary America. (Meets GEC Cultural Diversity Requirement.)

RELG 236: American Fundamentalisms 1850-1950

What do worship services involving snake handling, campaigns for a Creationist educational curriculum, and the Amish commitment to simple living have in common? All are religious expressions of antimodernism, which we might describe as a critical perspective on the value of modernity and its institutions (e.g. Enlightenment rationality, mass and consumer cultures, industrial capitalism, and Western medicine). This course investigates the late-19th and 20th century career of antimodernist sentiment within various faith traditions in America - from Protestant fundamentalism to sectarian groups - in an attempt to locate its roots, to survey its liturgical and cultural forms, and to consider its powers and limits.
Cross-listed as: AMER 238

RELG 240: Religious Perspectives Environment

The current environmental crises rest on a layer of philosophical and religious assumptions that are currently being challenged. Are human beings the center of the universe? Is humankind's mandate to dominate nature? Does nature belong to human beings or do human beings belong to nature? This course will address the relationship of the divine and the human sphere of nature from various religious perspectives. Contemporary Judaic, Christian, and Islamic ecological visions and action programs will be considered. In addition, the course will include religious views and practices of certain native cultures of North and South America, the Australian aborigines, and African tribes as well as ecological perspectives derived from South and East Asian religious cultures. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ES 240

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.

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.

RELG 248: Crusade & Holy War in Med Europe

(Crusade and Holy War in Medieval Europe) Medieval Europe experienced widespread debate about the use of violence by Christians. The course considers early definitions of Just War and the attempts by the church to control violence around the year 1000. Detailed examination of the origin of the idea of crusade and the history of the First Crusade (1095-99) from Christian, Jewish, Greek, and Muslim perspectives. Examines the later medieval phenomenon of crusade against other Christians. Cross-listed as: HIST 243, ISLM 243

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 as: PHIL 250

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. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: ISLM 255, ASIA 255

RELG 275: Female Religious Images in West

Individual religious traditions have incorporated female images and ideals in different ways as goddesses, priestesses, and saints. The objective of this course is to examine ways in which the divine has been expressed in specifically female forms, as well as to examine the characteristics of female religious experience. Specific figures include Inanna, the central goddess figure of ancient Sumer; Eve and Sarah from the Hebrew Bible; Mary and female monastics from the Christian tradition; and contemporary Jewish, Christian, and Muslim women actively participating in their traditions. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: GSWS 275

RELG 276: Female Religious Images in Asia

Goddess figures in India, China, and Japan are studied in this class along with the roles of human women in particular Asian religious traditions. This class explores the experiences of Buddhist nuns, Hindu and Muslim female saints, traditional healers, and shamans. Readings are drawn from religious texts, myths, and short stories from specific Asian cultures. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: ASIA 276, GSWS 276

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 focused on religious artifacts, rituals, social movements, communities, and the ways that religious ideas influence societies. Case studies may offer windows into the lives 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. Open to non-majors with appropriate preparation and permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

RELG 307: 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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 322

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ISLM 310, ASIA 310

RELG 312: In Search of the Historical Jesus

Close examination of various portraits of Jesus: in the four gospels of the Christian Testament, in early noncanonical gospels, in recent appraisals of Jesus in scholarly works, in literature, and in film. Primary focus on the perennial attempt to reconstruct the historical Jesus. Prerequisite: Religion 201, 202, or 203 or consent of the instructor.

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. (Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 315, AMER 315

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. (Meets GEC Cultural Diversity Requirement.)

RELG 317: Islamic Cultures in South Asia

This seminar focuses upon the shared history and cultural heritage of Muslims in the Indian sub-continent. It will cover the Muslim experience from the conquest of Sindh (750 CE), through the medieval and early modern empires, to the events leading to the partition of the Indian subcontinent (1947), bringing the story to the present. Questions of identity, assimilation, and integrative processes will be examined through an exploration of political, administrative, and intellectual history. The experiences, thoughts, and perspectives of mystics, poets, and women will be highlighted to investigate the role of Muslims in shaping and enriching the cultures, society, and religious traditions of the Indian subcontinent. Prerequisite RELG/ISLM 213 or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: HIST 345, ASIA 317, ISLM 317

RELG 318: Buddhism and Social Activism

This course will explore the development of Buddhist teachings and practice with a particular focus on the lives of contemporary Buddhist practitioners in Asia, North America, and Europe. In the past forty years, Buddhist organizations and teachers around the globe have become leaders of environmental movements, human rights activism, prison work, the education of impoverished communities, women's rights advocacy, and hospice care. Socially engaged Buddhism is now addressed as a bonafide Buddhist practice within many Buddhist communities from Japan and Vietnam to Thailand, Burma, India, and North America. Structured as a seminar, this course will allow students to research a specific aspect of contemporary Buddhist practice, examining the relationship between social engagement and deepening spiritual understanding.

Cross-listed as: ASIA 318

RELG 319: European Reformations: 1200-1600

The Protestant Reformation and Catholic Counter-Reformation were a major turning-point in the political, social and religious history of the West. This course will examine: the background to the Reformations in Pauline and Augustinian theology and medieval reform movements; the writings of key figures including Luther, Calvin, Zwingli, and Loyola; the political and social ramifications of the Reformations, particularly in France, England, and the German Empire; the tradition of historiography on the Reformations.

Cross-listed as: HIST 328

RELG 320: Topics In Comparative Religion

This course will explore a topic common to both Asian religions and the religions of the Middle East. Examples of such topics are mysticism, prayer, social ethic, the concept of the self, and teaching on death and the afterlife. This course is partially funded by a gift from the Herbert and Abra Portes Fund. Prerequisite: Any Religion course or permission of instructor. (Meets GEC Cultural Diversity Requirement.)

RELG 321: Jewish-Christian-Muslim Conv

(Jewish-Christian-Muslim Conversations) This course examines the role the Christian Testament plays in including Jews and Judaism in the Christian story, and the Qur'anic treatment of Christians/Christianity and Jews/Judaism. We consider the relationships among these three monotheistic traditions in the course of their shared history up to our own day. We will study both positive and negative moments in these conversations. Finally, we will explore ways of healing the rifts that have developed in the course of these conversations. Prerequisite: any course in religion, junior standing or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: ISLM 321

RELG 322: Religious Existentialism

An epoch of European philosophy and religious thought culminated in the great system developed by Hegel. In its wake came a literature of protest, beginning with the Danish philosopher and religious thinker Soren Kierkegaard and moving through a later generation of European intellectuals who came to maturity between the two world wars. Included are Jewish voices such as Martin Buber and Franz Rosenzweig as well as Christian

writers such as Paul Tillich and Gabriel Marcel. Readings include texts by these religious existentialists. Prerequisite: Any Religion course or permission of instructor.

Cross-listed as: PHIL 322

RELG 326: Identity/Body/Persecution Med Europ

(Identity, Body, and Persecution in Medieval Europe) Medieval men and women discussed many of the same questions of identity that we do: What makes an individual unique? How does group affiliation affect identity? What is the relationship between identity and change? How does faith in God influence understanding of the individual? This course considers the following topics: medieval conceptions of the individual in Christian autobiography; the role of the body and gender in determining identity (exploring topics such as the Eucharist, the cult of saints, and sex difference); how medieval Europeans defined their own identity by persecuting the 'other,' including heretics, Jews, and lepers; how change affected identity in medieval texts such as werewolf stories and resurrection theology.

Cross-listed as: HIST 326, GSWS 305

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. (Meets GEC Cultural Diversity Requirement.)

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). (Meets the GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 390

RELG 490: Internship

RELG 493: Research Project

Research in collaboration with a departmental faculty member. Consult with any member of the department for application information.

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.

Requirements

MAJOR AND MINOR IN RELIGION

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: Global Judaism
 - Religion 212: Global Christianity
 - Religion 213: Global Islam

Asian traditions:

- Religion 214: Hinduism
- Religion 215: Buddhism
- Religion 216: Chinese Religions
- 2 thematically-focused religion (RELG) courses at the 200 or 300 level. Courses that fulfill this requirement include
 - RELG 220: Islam and Pop Culture
 - RELG 223: Does God Exist?
 - RELG 230: Religion and Politics
 - RELG 231: Christianity and Politics
 - RELG 234: Witches, Preachers, and Mystics
 - RELG 235: Religion in Contemporary America
 - RELG 240: Religious Perspectives on the Environment
 - RELG 241: Religion & Science
 - RELG 242: Cults, Sects, and Communes
 - RELG 248: Crusades and Holy War in Medieval Europe
 - RELG 255: 21st Century Islam
 - RELG 307: Roman & Medieval Christianity
 - RELG 310: Islamic Mysticism
 - RELG 312: In Search of the Historical Jesus
 - RELG 314: Hindu Pilgrimage: India and Chicago
 - RELG 316: Walking to Heaven: Pilgrimage Asia
 - RELG 317: Islamic Cultures in South Asia
 - RELG 318: Buddhism and Social Activism
 - RELG 319: European Reformations 1200-1600
 - RELG 335: Religion and Food
- 2 courses in a discipline other than religion with significant religion content at the 200 or 300 level. Courses that fulfill this requirement may be selected in consultation with the Religion advisor from the following partial list:
 - ARTH 211: Medieval Art
 - ARTH 212: Italian Renaissance Art
 - ARTH 215: European Art 1600-1750
 - ARTH 226: Colonial Latin American Art
 - ARTH 223: Northern Renaissance 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 346: Jewish-American Literature
 - HIST 216: History of India
 - HIST 217: Modern South Asia
 - HIST 246: Renaissance and Reformation
 - HIST 248: Western Thought: Renaissance to Scientific Revolution
 - HIST 302: Colonial America
 - HIST 324: Charlemagne: His World
 - HIST 326: Identity, Body, and Persecution in Medieval Europe
 - HIST 351: Contemporary Islamic Societies
 - HIST 366: Science, Religion & Modernity
 - 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 316: Globalization and Islam
 - POLS 361: The First Amendment
 - POLS 365: Civil Liberties
 - SOAN 222: Religion & Society
 - SOAN 260: History of Social Thought
 - SOAN 322: Sociology of Islam
 - SOAN 348: Paranormal and Supernatural
 - SOAN 390: Sociology of Religion
- 1 elective religion (RELG) course at any level
- Religion 300: Religion in Global Context
- Senior Studies Requirement to be completed in one of the following ways:
 - 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: Global Judaism
- Religion 212: Global Christianity
- Religion 213: Global Islam

Asian traditions:

- Religion 214: Hinduism
 - Religion 215: Buddhism
 - Religion 216: Chinese Religions
- 2 thematically-focused religion (RELG) courses at the 200 or above. See courses in this category listed for the major. Any one 100-level RELG course may be counted toward this requirement.
 - 1 course in a discipline other than religion with significant religion content at the 200 or 300 level. See courses in this category listed for the major.
 - 1 300-level religion (RELG) course. This requirement could be satisfied by taking RELG 300: Religion in Global Context, or another 300-level RELG course.

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Self-Designed Major

Faculty

[DeJuran Richardson](#)
Professor of Mathematics

Areas of Study: statistics, biostatistics

[Janet McCracken](#)
Professor of Philosophy, Chair of Self-Designed Major

Areas of Study: aesthetics, history of philosophy, gender studies, film

[Amanda Felkey](#)
Associate Professor of Economics and Business

Areas of Study: household economics, behavioral economics, development economics, quantitative methods, microeconomic theory

[Richard Pettengill](#)
Associate Professor of Theater

Areas of Study: dramaturgy, performance studies, renaissance drama, theater history

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Requirements

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.

The only requirement of all Self-Designed Majors is that they culminate their studies (meet the Senior Studies requirement of the General Education Curriculum) **in a senior thesis or a research project: the senior thesis is strongly encouraged.** In other words, there is no senior seminar in the Self-Designed Major, and students may not propose to complete their senior studies requirement with a seminar in any regularly-offered major. Self-Designed Majors must complete their senior studies requirement with a substantial piece of independent work.

In addition, the College's general limitation on the number of Independent Studies (Tutorials) and Internships is waived for Self-Designed Majors. If a student, her advisor in the major, and the Self-Designed Major Committee deem it important to serious study in the major, a Self-Designed Major may complete any number of such courses, although identification of tutorials should be judicious, with a clear rationale for their inclusion.

Because the Self-Designed Major requires initiative, responsibility, and a substantial independent essay or creative work, students should consider carefully their interests, talents, and work ethics before applying to the program. They should consult with their advisors, their friends, their parents, and a member of the Self-Designed Major Committee before applying to the program.

The Self-Designed Major is compatible with a student's pursuit of a second major, and can be an avenue for studying one of the College's interdisciplinary minors (such as Gender, Sexuality, and Women's Studies, Cinema Studies, Legal Studies, etc.) in greater depth than the minor will allow.

Application Requirements:

Applicants to the Self-Designed Major Program should **consult with the Chair of the Self-Designed Major Program Committee or any Committee member before** making their official applications to the program.

Once a student, in consultation with a member of the Program Committee, decides to pursue a Self-Designed Major, he or she must **submit a proposal to the Chair of the Self-Designed Major Committee.**

The proposal consists of three parts:

1) A 1-2-page prose application

This section should be well and carefully written, and must include the following:

- **A title, description, and brief discussion of the proposed major and its value**
- **A sound argument that the goals of the proposed major cannot be achieved through any of the regularly-offered majors at the College**
- **An indication and brief discussion of the senior thesis, creative project, or research project in which the proposed major will culminate**
- **Identification of an Academic Advisor in the proposed major:** Like any other student at the College, a Self-Designed Major must have an academic advisor in the major. The academic advisor need not be a faculty member on the Program Committee, in fact, it usually will not be, but rather, a faculty member with specific expertise in the area of the proposed major, and interest in working with the student intensively on it
- **An email from the advisor, accepting this assignment, must accompany the final proposal.**

2) A Specific Four-Year Plan

This section should be clearly laid out, and must include the following:

- **A list of required and likely elective courses for the Self-Designed Major being proposed.**

The minimum number of courses required to complete a major at Lake Forest College is eight (8). **The proposed major must consist of eight or more courses.** The Program Committee suggests that proposed majors consist of no more than fifteen (15) courses.

A student may plan any number of Independent Studies (Tutorials) or Internships, as needed to complete the major at a level of undergraduate expertise. The Self-Designed Major Committee suggests, however, that the applicant obtain at least tentative acceptance of their assignments from any tutorial instructors and the chairs of their departments before submitting the final proposal.

The course list must include a senior thesis, creative project, or research project in the proposed academic field.

- **A demonstration that all the courses in the proposed major, all the courses in any other planned major or minor, the College's General Education Curriculum Requirements, and the thirty-two (32) credits required for graduation, can all be completed by the time of the student's graduation. This can be in the form of a table or a list.**

This demonstration should take into account courses already taken by the time of application, as well as the likelihood that the courses the student proposes will be offered when the student intends to take them.

3) A Working Bibliography in the Academic Area of the Proposed Major

This section should be in proper MLA, APA or Chicago style, and should include works that the student, in consultation with her proposed advisor, agree are fundamental to the study in the proposed major.

Applicants are encouraged to work with the Chair of the Self-Designed Major Committee as they prepare their proposals. Once the Chair and the applicant believe the proposal is ready, the Chair will submit it to the Self-

Designed Major Committee for approval. The Committee may reject the proposal, or withhold their approval pending revision. This will be communicated to the applicant by the Chair.

Once a student's proposal has been approved by the Self-Designed Major Committee, the Chair will inform the student and the registrar, officially declaring the student's Self-Designed major. It will appear on student's transcript with the title he or she has given it in his or her proposal.

After Declaration of the Self-Designed Major:

Each student is personally responsible for completing his or her academic plan. To insure that all graduation requirements in the major are met, however, the Chair will solicit an informal report from each Self-Designed Major's academic advisor each spring semester. The report will include an update on the progress toward the major and any changes in the student's plans.

Social Justice Studies

Faculty

[Carolyn Tuttle](#)

Betty Jane Schultz Hollender Professor and Chair of Economics, Business, and Finance and Director of Border Studies

Areas of Study: macroeconomic theory, money and banking, border studies, women in the work force, child labor in Latin America

[Louis G. Lombardi](#)

Professor and Chair of Philosophy, Chair of Social Justice Studies, Director of the Ethics Center

Areas of Study: ethics, political philosophy, Greek thought

[Les R. Dlabay](#)

Professor of Economics and Business, Chair of Area Studies

Areas of Study: mass media/marketing research, Latin American global business, Asian business culture and trade relations, financial accounting

[Siobhan Moroney](#)

Associate Professor and Chair of Politics

Areas of Study: political theory, American politics

[Daniel Hanna](#)

Assistant Professor of French and Spanish, Chair of Latin American Studies

Areas of Study: French literature, literature in translation

[Chad McCracken](#)

Assistant Professor of Philosophy and Politics

Areas of Study: philosophy of law, political philosophy, analytic philosophy, history of philosophy

[Daw-Nay R. Evans Jr.](#)

Assistant Professor of Philosophy

Areas of Study: nineteenth- and twentieth-century European philosophy, ancient Greek philosophy, Africana philosophy

Requirements

MINOR IN SOCIAL JUSTICE

No major is available

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: Social Justice versus Freedom?
 - 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
 - Art 261: Art of Social Change
 - Biology 105: Public Health

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- 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 265: Poverty, Inequality, and Discrimination
- Economics 280: The Mexican-American Border
- 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
- 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 320: Topics in Ethics (when topics are appropriate, as determined by the Director)
- History courses related to the student's interests/topic, with the approval of the Director
- French 308: 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. Latino Literature
- 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 271: African American Philosophy
- Philosophy 272: Currents in Latin American Thought
- Philosophy 325: Major Ethical Theories
- Politics 213: Non-Violence and Politics of Change
- Politics 216: Politics of the Middle East
- Politics 217: African Politics
- Politics 219: Politics of Latin America
- Politics 235: Race and Gender in American Politics
- Politics 241: Global Issues
- Politics 242: Politics of the Third World
- Politics 310: State and Nation Building
- 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: Stereotypes, Prejudice, and Discrimination
- Psychology 340: Psychology of Sex and Gender
- Psychology 355: Community Psychology
- Religion 118: Religious Ethics
- Religion 230: Religion and Politics
- Religion 231: Christianity and Politics
- Religion 240: Religious and Ethical Perspectives on the Environment
- Religion 318: Contemporary Buddhism and Social Engagement
- Sociology & Anthropology 235: Racism and Ethnic Relations
- Sociology & Anthropology 239: Social Movements and Society
- Sociology & Anthropology 250: Globalization of Culture and Society
- Sociology & Anthropology 271: Technology and Human Values
- Sociology & Anthropology 280: Gender, Culture, and Society
- 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)

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Sociology and Anthropology

Faculty

[Ahmad Sadri](#)

Gorter Professor of Islamic World Studies and Professor of Sociology

Areas of Study: social theory, political sociology, sociology of religion, sociology of film, sociology of intellectuals

[Holly Swyers](#)

Associate Professor of Anthropology and Chair of Sociology and Anthropology, Chair of Urban Studies

Areas of Study: U.S. culture, American adulthood, 20th-21st century U.S. education, sports, community development and maintenance

[David Boden](#)

Associate Professor of Sociology

Areas of Study: cultural sociology, law and social policy, research methods, community and identity

[Christopher Todd Beer](#)

Assistant Professor of Sociology

Areas of Study: globalization, social movements, environmental sociology, climate change and climate justice, East Africa, economic and labor sociology, survey methodology

[Rebecca Graff](#)

Assistant Professor of Anthropology

Areas of Study: historical archaeology, U.S. urban archaeology (19th- and 20th- century Chicago), modern and contemporary material culture, world's fairs and expositions, anthropology of time and temporality, archaeology of tourism

[Ryan Cook](#)

Lecturer in Sociology and Anthropology

Areas of Study: science and technology studies, new religious movements, environment and disasters, epistemology, expertise, Mexico and the U.S.

Kurt Ham

Lecturer in Anthropology

Areas of Study: cultural anthropology, African cultures and history, technology

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Course Descriptions

SOAN 110: Intro to Sociology and Anthropology

An inquiry into the social (group rather than individual) bases of human practices and human life: an unfamiliar but revealing perspective on the familiar world. Limited to first- and second-year students.

SOAN 201: Ancient Greece:Life, Thought, Arts

See Program in Greece and Turkey under Undergraduate Curriculum for course description. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GKCV 201, ART 201, CLAS 201

SOAN 202: Greece in the Bronze Age

On-site study of Minoan and Mycenaean cultures, with travel to sites such as Agamemnon's citadel at Myceanae and Minos's palace at Knossos. The

course extends roughly from mid-March through early April. See Program in Greece under Undergraduate Curriculum for further information. Offered only in Greece and Turkey. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: GKCV 202, ART 202, SOAN 202

SOAN 203: Greece in Classical-Roman Ages

On-site exploration of Greek Civilization, examining its foundations in the Archaic Age, its height during the Classical Age and its transformation during the Hellenistic Age and finally the emergence of Roman influence on Greek cities. The course extends roughly from mid-April to mid-May and includes travel to sites such as Apollo's oracle at Delphi, the sacred island of Delos, and Greek cities along the Aegean coast of Turkey. See Program in Greece under Undergraduate Curriculum for more information. Offered only in Greece and Turkey. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: GKCV 203, ART 203, SOAN 203

SOAN 204: Greece in Byzantine-Medieval Ages

On-site study of the Byzantine Era in the Greek world. The course extends roughly from mid-May to early June, with travel to sites such as Ephesus, the Byzantine cities of Mistra and Monemvasia, and the monasteries of Meteora. See Program in Greece under Undergraduate Curriculum for more information. Offered only in Greece and Turkey. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: GKCV 204, ART 204, CLAS 204

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. Cross-listed as: AMER 208

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. (Meets GEC Cultural Diversity Requirement.)

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. No prerequisites. Corequisites: This course has an additional weekly lab session (2 hrs). Not open to students who have taken SOAN 205. Cross-listed as: AMER 215

SOAN 216: Introduction to Archaeology

This course aims to familiarize students with one of the sub-fields of the discipline of anthropology: archaeology. As an offering that will require students to frequently travel to the Field Museum and gain access to more than 30,000,000 archaeological and anthropological objects, this course will offer hands-on training in theories and practice of the discipline of archaeology as well as the arts related to archives of anthropological collections. Lectures, seminar discussions and lab work on the premises of the Field Museum will be the main pedagogical tools in this course. Cross-listed as: CLAS 216

SOAN 217: Sociology of Work

(Offered Less Frequently) The meaning of work, with emphasis on sociological concepts such as stratification, power, quality of life, and organization in the social world. Focus will be both on cross-cultural comparisons of the social definition of work and on the organization of work in the United States including types of occupations, power distribution within occupations, and changes in the workforce. Participant-observer studies will provide comparisons of the work worlds of pink-, blue-, and white-collar workers. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)

SOAN 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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AFAM 221

SOAN 222: Religion and Society

'Religion and Society' is designed as an academic gateway to the study of religion from the point of view of social sciences and humanities. It will familiarize students with theoretical frameworks that are used in sociology, anthropology and history for the study of the connections of the institution of religion to historical processes, vicissitudes of social class, structures of political domination and the contingencies of economic modes of production. (Meets GEC Cultural Diversity requirement.)

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).
Cross-listed as: AMER 229

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. (Meets GEC Cultural Diversity requirement.)

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: LNAM 231

SOAN 235: Racism and Ethnic Relations

This course surveys 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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AMER 235

SOAN 237: City, Space and Place

City, Space and Place focuses on the anthropology and sociology of the urban experience. This course will draw on a broad range of materials to familiarize students with theoretical frameworks that are used for the study of social structures and processes, cultural systems and practices, and the role of the city in the organization and production of human experiences, particularly during the last two centuries. Not open to students who have already completed SOAN 189. (Meets GEC Cultural Diversity requirement)

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. Prerequisite: SOAN 110.

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. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: EDUC 244

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 will 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 will focus on qualitative research and read several ethnographic case studies. Prerequisite: Sociology and Anthropology 110. (Meets the GEC Cultural Diversity Requirement.)

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? (Meets GEC Cultural Diversity Requirement.)

SOAN 247: Anthropology of Pacific Islands

This course is intended to provide an ethnographic and historical overview of classic and contemporary directions of anthropological research in the eastern Pacific. The primary course goal is to develop an ethnographic and historical appreciation for Polynesian culture at the three points of the Polynesian triangle. We will work toward this goal by a focused examination of the cultures of particular island groups in the eastern Pacific. En route, students will be introduced to issues as diverse as Polynesian voyaging and myths, and the ways that traditional cultural beliefs and practices and the social institutions in which they coalesce such as chieftanship, kinship and adoption are subject to historical change. We will pay particular attention to the distinct expressions of social relationships and cultural forms that developed under varying conditions across the region. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ASIA 247

SOAN 248: Intro to Physical Anthropology

This course will introduce students to the discipline of biological/physical anthropology. The course will look at both the commonalities that hominids, and particularly humans, share with other biological organisms and idiosyncratic phenomena that make the human species unique. Students will first be introduced to the evolutionary and biological mechanisms that have guided the emergence of the human lineage and to the practices of taxonomy and phylogeny which inform the study of human biological ancestry. Next, the class will focus on the study of modern primates, humanity's closest living relatives. We will then move to the particular evolutionary history of hominids that produced modern humans. Through this course students will become conversant with the overarching questions and biological techniques employed in the study of both ancient humans and modern human variation. This course will directly engage students in anthropological work in both reading and practice and teach the methods used by anthropologists in their fieldwork.

SOAN 250: Globalization of Culture & Society

This course is an introduction to the study of contemporary diversity of human cultures. In the process of studying the peoples of the world, we will investigate various social scientific perspectives as they have developed in recent years in response to the increasing significance of globalization in local cultures. By better understanding the values and beliefs of members of other societies, we will be able to gain a more insightful understanding of our own and come to better appreciate the ways in which our own culture subtly shapes our perceptions of the world. Concepts of race, ethnicity, and identity will be considered, as well as the theme of communication across cultural boundaries. (Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: THTR 251

SOAN 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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GSWS 253

SOAN 260: 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. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

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: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ES 271

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. (Meets GEC Cultural Diversity requirement.)
Cross-listed as: ES 273

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: AMER 213, THTR 235

SOAN 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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: GSWS 280

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: Sociology and

Anthropology 110. Required: an additional weekly lab session for viewing movies. (Meets GEC Cultural Diversity Requirement.) Not open to students who have completed SOAN 285.

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: Sociology and Anthropology 110. Enrollment priority given to departmental majors and minors.

SOAN 302: Sexuality and Society

This course is a cross-cultural examination of perceptions and practices of sex and sexuality. We will begin with a brief overview of some archaeological findings and their implications, after which we will go on to address sexual practices in history and modern times both in the United States and other areas of the world. We will study economic, cultural, political, and religious influences on sexual thought and practice. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: GSWS 302

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: Sociology and Anthropology 110 with a grade of C or better. Co-requisite: Either Sociology and Anthropology 210 or 220. Required: an additional weekly lab session.

SOAN 315: Soc Ethics Energy Production & Use

Course description: 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 as: ES 315, PHIL 315

SOAN 316: Environmental Sociology

This course utilizes the sociological perspective to explore the complex ways that human society and nature are intertwined, having significant impacts on each other. How societies are organized, how they produce and consume, and what values and norms constitute their culture all have varied impacts on what is often referred to as the 'natural' world. As environmental problems - such as climate change, deforestation, species loss, pollution, etc. - are constructed and emerge, the impact on societies varies greatly across social groups based on race, class, gender, and national context. This course explores how, in the face of environmental degradation, society has responded in different ways: with social movements, changes in lifestyles, and private certification programs advocating conservation and preservation; and political and economic institutions, definitions of status, and entrenched social organization resisting change. Prerequisite: SOAN 110 or ES 110.

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.

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 will include fieldwork of various types culminating in research projects determined by the students. Recommended for junior year. Prerequisite: Sociology and Anthropology 110 with a grade of C or better. Co-requisite: Either Sociology and Anthropology 210 or 220. Required: an additional weekly lab session.

SOAN 321: Ethnography: Cultures and Texts

This course explores ethnography as the textual representation of cultures and cultural communities and the use of ethnography as the privileged mode of communication, investigation, knowing, and representing cultural realities. Ethnographies studied include those produced in different national traditions, those among sub and counter-cultures, those created in different historical moments, and those describing distinct 'cultures' across the globe and human history. Ethnography is understood to occur in a variety of media, including visual and performative texts. Prerequisites: SOAN 110 and SOAN 320.

SOAN 322: 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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: ISLM 322

SOAN 330: Truth, Lies and Secrets

This course explores veracity, mendacity and obfuscation as cultural practices. As works across the social sciences over the last century amply demonstrate, truth-telling, lying and communicative deception are neither universal nor natural human practices. Rather, they are particular cultural acts within historically and socially bounded communicative cultures. This course draws on rich traditions in the sociology of knowledge, beginning with Simmel and Shils, and works across the history of anthropology from gossip, to witchcraft, to public secrecy in nuclear testing to explore cultural variability in understandings of the significance of truths, lies and the role(s) they play in social processes across time and space. With Steven Shapin we will explore the social history of truth in the emergence of western laboratory science in the 17th century and, using the instructor's fieldwork, why it is not un-civil to lie in French Polynesia where it is difficult to find a word that can simply be glossed as 'to lie'. (Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: EDUC 322, IREL 322

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: EDUC 320, ETHC 330

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. Prerequisite: SOAN 110 and either SOAN 210 or 220 or SOAN 110 and permission of the instructor.

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.

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.

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. (Meets GEC Cultural Diversity Requirement.)
Cross-listed as: THTR 351

SOAN 353: The Anthropology of Automobility

This course proceeds from a Boasian conception of anthropology; that is, we are considering a broad swath of human experience, not through a presumed bounded cultural area, but through the diffusion and adaptation of ideas around a singular technological innovation: the automobile. We will seek to understand the car as an object in which humans invest political, symbolic, material, and spiritual meaning. We will also consider the ways in

which the car has fundamentally altered human interactions both with other humans and with the environment. Prerequisites: SOAN 110 and SOAN 220.

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. (Meets GEC Cultural Diversity requirement.)

SOAN 355: Power and Violence

This course is a cross-cultural examination of violence in modern American society. We will examine violence and the ways violence has affected groups and individuals in society. Of particular interest will be an analysis of different types of violence, and an exploration of the relationship of particular kinds of violence to race, class, gender, sexuality, and other social categories. We will study economic, cultural, political, and religious influences on violence in action and in representation. (Meets GEC Cultural Diversity Requirement.)

SOAN 356: Collapse: Culture and Catastrophe

This course seeks to engage students in the study of the tension between the fragility and endurance of cultures and cultural complexes. Anthropology, Sociology and related social sciences have a long theoretical and empirical engagement with the study of disappeared and endangered cultures and societies contextualized by those that, for whatever reason, endure. Interestingly, late 19th and early 20th century attempts to make sense of the historical record of past cultures and societies with respect to the human groups that now cover the Earth have been revisited by more recent scholars operating in the age of heightened anxiety about contemporary environmental and geopolitical pressures on sociocultural structural stability. What counts as cultural collapse? What are the factors that have played a role in past collapses? How does the idea of collapse, conversely, raise intriguing questions about cultural durabilities? Prerequisites: SOAN 110 and either SOAN 210, SOAN 220, or consent of the instructor.

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. Prerequisites: SOAN 110 and 220 or consent of instructor. Cross-listed as: AMER 362, GSWS 362

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: Sociology and Anthropology 110 or by permission. (Meets GEC Cultural Diversity Requirement.)

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: Sociology and Anthropology 110.

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. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: GSWS 372

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.

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: Sociology and Anthropology 110.

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 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). (Meets the GEC Cultural Diversity Requirement.)

Cross-listed as: RELG 390

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. (Meets GEC Cultural Diversity Requirement.)

SOAN 410: 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.

SOAN 480: Social Explanation and Theory

Exposition, comparison, and appraisal of major schools of thought in the history of social inquiry; contexts of explanation and problems of systematic theory construction in social science. Prerequisites: Sociology and Anthropology 110 and 210.

SOAN 490: Internship

Requirements

MAJOR AND MINOR IN SOCIOLOGY & ANTHROPOLOGY

Majors will complete nine courses in the department, and minors will complete six courses. A grade of C or better must be earned in all courses counted toward the major or minor.

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
- Senior Studies Requirement, which may be completed in one of the following ways:
 - Sociology & Anthropology 480: Social Explanation and Theory
 - Senior thesis – Students who want to write a thesis must also take a not-for-credit workshop as a co-requisite.

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

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Theater

Faculty

[Chloe Johnston](#)

Assistant Professor of Theater and Performance Studies,
Chair of Theater

Areas of Study: performance studies, performance art

[Richard Pettengill](#)

Associate Professor of Theater

Areas of Study: dramaturgy, performance studies, renaissance drama,
theater history

[Brian Healy](#)

Assistant Professor of Theater and Resident
Designer/Technical Director

Areas of Study: stage design and technical production

David Kersnar

Lecturer in Theater

Areas of Study: directing

Geoff Button

Lecturer in Theater

Areas of Study: directing

Sandra Ragsdale

Lecturer in Theater

Areas of Study: dance

[Melissa Torchia](#)

Costume Designer

Areas of Study: costume design

[David Knoell](#)

Lecturer in Theater

Areas of Study: acting, improv and voice

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Course Descriptions

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.

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.

THTR 160: Stagecraft for Stage and Screen

An introduction to the technology employed backstage to create the magic of theatrical design and special effects. This course is open to beginning students of all disciplines, and will provide an experiential and practical orientation to stagecraft through projects in puppetry, set and prop construction, painting, makeup, and computer-assisted drafting (CAD). Other topics include theater terminology, safety procedures, and hand & power-tool usage.

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.

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.

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. Prerequisite: THTR 120 or permission of instructor.

THTR 222: Voice and Diction

Theory and practice of oral communication; voice production and breathing techniques; articulation drills; development of effective delivery and presentation techniques; relaxation and confidence-building exercises; public speaking practice; communication skills for business, the creative arts, and professions.

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.
Cross-listed as: ART 237

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.

THTR 230: Hist Drama I: Greeks to Shakespeare

(History of Drama I: Greeks to Shakespeare to Moliere) This required course for theater majors examines the history of drama and theater from its origins in religious ritual of ancient Greece to the productions of Shakespeare's London and Moliere's Paris. In addition to in-depth study of plays, emphasis

is placed on acting styles, production techniques, stage and auditorium architecture, and the socio-political milieu that formed the foundation of the theater of each culture and period. Offered yearly.
Cross-listed as: ENGL 230

THTR 231: Hist Drama II: Modern Contemporary

(History of Drama II: Modern and Contemporary) 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. 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.

Cross-listed as: ENGL 234

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 275, AMER 213

THTR 236: Shakespeare

Selected plays to show Shakespeare's artistic development; intensive analysis of major plays.

Cross-listed as: ENGL 220

THTR 237: Women in Theater

This course will examine the involvement of women in the history of theater. Topics covered may include: the medieval plays of Roswitha, strong female characters (acted by men) in Shakespeare, the arrival of actresses on the Restoration stage, the eighteenth-century playwright Aphra Behn, the rise of 'star' actresses in the nineteenth century, and such twentieth-century figures as Marsha Norman, Maria Irene Fornes, Beth Henley, Wendy Wasserstein, Caryl Churchill, Timberlake Wertenbaker, Helene Cixous, and Ntozake Shange. Prerequisite: At least one course in theater history. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: GSWS 237

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 241, ENGL 241

THTR 250: Exploring Chicago Stages

There's no better way to get to know Chicago—in all its cultural diversity—than by exploring its theatre scene, recognized as one of the best in the world. In this class students will read, discuss, and attend performances of classic and contemporary plays at theatres throughout the city, ranging from small 'storefront' companies to such institutions as the world-famous Goodman and Steppenwolf Theaters. In this class, we will discuss how theatre both reflects and shapes our understanding of various identities in society at large, and we'll draw from the field of performance studies to think about how theatre can help us understand the politics of identity. Students will read scripts and criticism, write reviews and research papers, and participate in workshops with local artists. (There will be a lab fee for this course. Meets GEC Cultural Diversity Requirement.)

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. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 251

THTR 255: Dramaturgy

An introduction to the role of the dramaturg within the theatrical production process. Includes readings by and about dramaturgs and hands-on experience in the following areas of dramaturgical pursuit: evaluating new scripts; creating a production-specific 'protocol' (research compendium); analyzing and preparing a script for rehearsal; serving as an 'in-house critic'; collaborating with directors, designers, and actors; creating and running educational programs for school and adult audiences; rehearsal functions and decorum; documentation techniques.

Cross-listed as: ENGL 255

THTR 257: Theater Criticism

An intensive course on reading and writing brief, journalistic play critiques designed to help theatergoers make informed consumer decisions. Attention to journalistic basics and issues of individual sensibility and taste. Class writings will be considered for campus publications. No prerequisites.

Cross-listed as: ENGL 240

THTR 260: Design for the Stage

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 technology and terminology. Several design projects are coupled with text readings and hands-on work with lighting instruments, and sound and lighting control systems. Prerequisite: THTR 160 or permission of instructor.

THTR 270: 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. Offered every other year.

Cross-listed as: ENGL 242

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. Prerequisites: THTR 120, and either THTR 220 or permission of the instructor.

THTR 326: Comedy Writing

This course teaches the art of writing comedic sketches for both live theatre and film. The course will employ literary analysis combined with creative assignments, group discussions and individual conferences, along with workshops and guided revisions. Students will learn to brainstorm ideas, write dialogue, and understand elements of storytelling, while also creating political and social satire, physical comedy, parody, and other comedic forms. The course will provide regular opportunities to perform in front of audiences as part of the feedback/review process. Prerequisite: ENGL 135 or THTR 226 or permission of the instructor.

Cross-listed as: ENGL 327

THTR 340: Renaissance Drama

Who were the other popular playwrights of Shakespeare's day? Have they been overshadowed by the Bard's fame? In this course we will discuss, watch films of, and stage scenes from the vibrant and stage-worthy plays of the late sixteenth and early seventeenth centuries in England, including the witty comedies of Jonson and Dekker, and the horrific tragedies of Kyd,

Marlowe, Marston, Middleton, Tourneur, Webster, and Ford. The course will culminate in a discussion of the film *Shakespeare in Love*, which portrays playwrights, actors, managers, and other historical figures of the English Renaissance.

THTR 350: Dramatic Theory

Discussion and application of major theories of drama, including Aristotle, Dryden, Stanislavski, Brecht, Artaud, and others. We will apply each theory to appropriate plays from each theorist's time period, plus we will apply all the theories to a selected work in order to come up with a range of theoretically informed producible production concepts for the play. Prerequisites: THTR 230, THTR 231. THTR 255 strongly recommended.

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. Prerequisite: THTR 251 or permission of instructor. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: SOAN 351

THTR 354: The Mind Onstage

(The Mind Onstage: Theatre and Cognition.) 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 will read the work of scholars such as Rhonda Blair and Rick Kemp, in addition to creating their own performances, as we explore the ways science and the humanities can intersect. No prerequisites. Cross-listed as: NEUR 354

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 230, THTR 231, THTR 120.

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.

THTR 480: Sr Sem: Business of Show Business

(Senior Seminar: The Business of Show Business) The aim of this course is to provide a "capstone" experience for students majoring in theater. The course allows students to reflect on why one makes theater and to develop their own conceptual and economic basis for making theater. The course will stress issues that confront the theater artist, including professional practices and financial realities. Students will divide their time between independent

research and the classroom. Classroom work will focus on student research presentations and discussions of practices and issues confronting the contemporary theater artist. Prerequisite: junior or senior standing in the major or permission of the instructor. This course counts as an elective toward the Entrepreneurship and Innovation minor.

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.

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.

Requirements

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
Introduction	120	230/255	160
Development	220,222,224,226,320/270/375	231,236,241,337,340	200, 260
Capstone	480, 492, 494		

Major in Theater

At least 10 credits

- o Theater 120: Acting I: Being on Stage
- o Theater 160: Stagecraft for Stage and Screen
- o Theater 200: Production Practicum – 4 semesters for 1/4 credit each (see Course Descriptions for more information)
- o Theater 230: History of Drama I: Greeks to Shakespeare to Moliere
- o Theater 231: History of Drama II: Modern to Contemporary
- o Theater 260: Design for the Stage
- o Theater 270: Playwriting **OR** Theater 375: Directing
- o 1 additional course at the 200-level
- o 1 additional course at the 300-level

The Senior Studies Requirement can be met in one of the following ways:

- o Theater 480: Senior Seminar (offered every other year)
- o Theater 492: Senior Project
- o 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: History of Drama I: Greeks to Shakespeare to Moliere
- Theater 231: History of Drama II: Modern to Contemporary
- 1 additional course at the 200-level
- 1 additional course at the 300-level

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Urban Studies

Faculty

[Holly Swyers](#)

Associate Professor of Anthropology and Chair of Sociology and Anthropology, Chair of Urban Studies

Areas of Study: U.S. culture, American adulthood, 20th-21st century U.S. education, sports, community development and maintenance

[Eli Robb](#)

Associate Professor of Art and Chair of Art & Art History

Areas of Study: design, sculpture, video and performance

[Virginia Stewart](#)

Visiting Professor of History

Areas of Study: American history, public history

[Mimi Cowan](#)

Lecturer in History

Areas of Study: urban and American immigration/ethnic history

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Course Descriptions

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. (Meets GEC Social Sciences Requirement.)

Requirements

MINOR IN URBAN STUDIES

The minor in Urban Studies is designed to complement a variety of majors throughout the curriculum. Prospective minors are strongly encouraged to declare early and consult with a member of the Urban Studies committee in order to tailor their minors to the rest of their program of study. No major is available.

Requirements for the Minor:

- *Core course for all students:* [Urban Studies 110: Introduction to Urban Studies](#)
- *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 301: Communication Research Methods
- ECON 180: Quantitative Methods for Economics and Business
OR ECON/BUSN/FIN 130 Applied Statistics

- HIST 300: Theory and Methods
- 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
- *Two credits of internship covering service and urban work. (Internships must have approval of the Urban Studies chair in order to receive credit; some two-credit internships may satisfy both the urban and service requirements.)*
- *Two electives from among the following:*
 - AMER 200: Topics
 - AMER 226: Chicago: Local and Global
 - ARTH 217: 19th Century Art
 - ARTH 218: 20th Century Art
 - ARTH 221: Modern Architecture
 - ARTH 225: American Architecture
 - ARTH 323: Monuments and Memory
 - COMM 285: Modern Media History
 - ECON 280: The Mexican-American Border
 - ECON 320: Labor in the American Economy
 - ECON 325: Economy of Land
 - ECON 340: Environmental and Natural Resource Economics
 - EDUC 212: Educational Reform in the U.S.
 - EDUC 310: Equity and Social Justice in Education
 - ENGL 311: Hidden Chicago: Culture, Class, Conflict
 - ENGL 312: Black Metropolis: A Study of Black Life in Chicago
 - ES 315: The Social Ethics of Energy Production and Use
 - FIN 337: Real Estate Finance
 - HIST 201: Modern America
 - HIST 235: American Cities
 - HIST 239: History of Education in American Society
 - HIST 318: Chicago: History and Public Memory
 - HIST 348: Stereotyping Indian Cities
 - POLS 232: Race and Politics in the Age of Obama
 - POLS 233: Chicago Politics
 - POLS 234: Urban Politics
 - SOAN 237: City, Space and Place
 - SOAN 290: Social Problems and Social Policy
 - SOAN 353: Anthropology of Automobility
 - SOAN 354: Anthropology of Place
 - THTR 102: Theater in Chicago

Some of the electives noted above may be offered as part of Lake Forest College's In The Loop program. Courses from other off-campus programs may be eligible to count as electives toward the minor with the approval of the Urban Studies chair.

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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

Carol Gayle

Associate Director of the MLS Program

847-735-5083

gayle@lakeforest.edu

Master of Arts in Teaching Program

Kris Sundberg

MAT Admissions Counselor

Office of Admissions

847-735-5006

ksundberg@lakeforest.edu

Rachel Ragland, Ed.D

MAT Coordinator

Associate Professor

Department of Education

847-735-5198

ragland@lakeforest.edu

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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 program leads to a Master of Liberal Studies (MLS) degree.

At the heart of the MLS program is a series of interdisciplinary seminars, team-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.

Students are adults who live and work in the community, including business men and women, teachers, and adults pursuing advanced study for their own enrichment and pleasure.

ADMISSION CONTACTS

Master of Liberal Studies Program

Carol Gayle
Associate Director of the MLS Program
847-735-5083
gayle@lakeforest.edu

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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.

Graduate Tuition and Expenses

Application Fee: \$30.00

Tuition per Course for 2015-2016:	\$2,500
Tuition per Course for Teachers:	\$1,900

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 (less a \$100 nonrefundable fee):

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 graduate courses are regarded as beginning on the first day of the term, and the amount refunded diminishes by 10% every week.

All financial policies detailed under Undergraduate Tuition and Fees apply to the Graduate Program in Liberal Studies.

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Requirements

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 and/or colloquia. 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;
- 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 which usually requires 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.

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SEMINARS

Team-taught, interdisciplinary seminars are at the heart of the Graduate Program in Liberal Studies. Each semester one graduate seminar is offered. MLS seminars are taught once a week in the evening, usually on Mondays, from 7:00 to 10:00 p.m. Below are course descriptions for the seminars currently in the MLS curriculum.

MLS 510 Darwin: His Impact on His World and Ours

Darwin and Darwinism are studied from a variety of perspectives, including the ways thinkers used the prestige of scientific theory to justify contemporary business practices and social inequalities; the impact of Darwinism on literature; scientific developments since Darwin; the new sociobiology, the genetic and cultural evolutionary determination of human behavior.

MLS 514 Public Policy and the Environment

The seminar will examine: the historical background of current environmental issues; alternative ways of conceiving of the relationship of humankind and the natural world; environmental and political implications of global energy supplies and renewable energy sources and their uses; the complex issues created by the need to reconcile environmental with other social goals such as economic growth; analysis of the consequences of population growth.

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?

MLS 518 Modernism

This seminar explores the origins and development of the cultural movement that helped define Europe and America in the 20th century. The radical transformation of both natural and social science in the late nineteenth century reconfigured notions of time and space that profoundly affected literature and the arts. New technologies contributed to a pervasive mass culture that both influenced and alienated artists and intellectuals. The seminar will discuss a variety of thinkers who challenged middle-class conventions and created the heresies of Modernism.

MLS 520 The Mind and the 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"?

MLS 522 The Eighteenth 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.

MLS 524 Ways of Knowing

We know many different things but we also know in many different ways. The poet, the scientist, the historian and the mystic come to know the world distinctively. 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 the scientific, the historical, and the literary.

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.

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.

MLS 530 War and Peace: Conflict and Human Nature

This course examines how issues of war and peace frame international relations in the modern era. With a special emphasis on World War I, we will study popular attitudes toward war, including militarism, imperialism, and pacifism. Consideration is also given to Woodrow Wilson's peace plan and subsequent efforts to end states' reliance on armed conflict to settle international political disputes. The course also considers the effect of technological change on war, efforts to promote democracy as an antidote to war, humanitarian intervention, and Islam's tradition of pacifism as a response to jihadism.

MLS 532 Sex and 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?

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 focus 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 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 focus.

MLS 536 Meetings: East and West

Encounters between East and West 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, intellectual scholarship, and documentary films.

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.

MLS 540 Cinema and 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.

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, and the sociological and historical. Readings include selections from Augustine, Dante, Shakespeare, Rousseau, Nietzsche, Freud, and various contemporary documents, including film.

MLS 544 Chicago Aspirations: Past, Present, and Future

From its origins in the nineteenth century, Chicago has evoked endless aspirations. As both a place and an idea, it has inspired multi-layered images of an urban home, a locus of industry and a contested cultural landscape. Chicago Aspirations will rely upon artistic, literary, and historical depictions of its evolving identity. The course will integrate campus sessions as well as field-based explorations of Chicago as both a contemporary and historical city.

MLS 546 Religion: An Interdisciplinary 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 religion? How does it interact with other facets of our psychological, sociological, and cultural life? What was its role in different societies? What is its future? We shall look at religion from the perspectives of theologians, philosophers, psychologists and social scientists, and literature and the arts.

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.

MLS 550 Latin America: Economy and Culture

An interdisciplinary study of Latin America, focusing on economics, society, and culture. Special attention to the transfiguring role of film and literary texts. Also special emphasis on border studies, including free trade agreements, the treatment of workers, and immigration policy between the United States and Mexico.

PRECEPTORIALS

A preceptorial is a small group tutorial focusing on a particular theme. The Graduate Program in Liberal Studies will offer these special classes on an as-needed basis.

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Master of Arts in Teaching

The Master of Arts in Teaching Program (MAT) at Lake Forest College recommends graduates for initial teaching licenses in elementary, secondary and K- 12 education. Through the MAT Program, students can obtain both a master’s degree and Illinois teacher licensure simultaneously. This program is not appropriate for teachers who are already certified to teach in K-12 schools.

Our [teacher licensure program](#) has earned an excellent reputation for preparing knowledgeable, responsive, caring, and respected professional teachers.

As a Master of Arts in Teaching (MAT) student, you will:

- Learn in small collaborative cohorts together with fellow students who are completing majors in various fields. It’s an interdisciplinary approach not found at other colleges;
- Be guided by learned faculty and cooperating education professionals who provide individualized advising, mentorship, and assessment;
- Work with student populations spanning the American racial, ethnic, and socioeconomic spectrum;
- Get two classroom internships and practicums in school settings where you can hone teaching skills, not just one clinical experience like at most other colleges.

The Master of Arts in Teaching (MAT) Program is suited for:

- Individuals who have completed a B.A. at another institution (with a major in an area of study offered by Lake Forest College) or at Lake Forest College and seek teacher licensure;
- Juniors or seniors at Lake Forest College who want to add a teaching degree to their majors;
- First-year or sophomore students at Lake Forest College who want to complete licensure requirements in five years in order to complete additional elective courses, an additional minor concentration and/or a study abroad or off campus program during their first four years of study;
- Transfer students who wish to become a teacher and have enough credits to graduate in four years, but will need another year to complete required coursework for teacher licensure.

ADMISSION CONTACTS

Master of Arts in Teaching Program

Kris Sundberg
MAT Admissions Counselor
Office of Admissions
847-735-5006
ksundberg@lakeforest.edu

Rachel Ragland, Ed.D
MAT Coordinator
Associate Professor
Department of Education
847-735-5198
ragland@lakeforest.edu

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Admission and Tuition

TUITION

Tuition for individuals with a bachelor's degree: \$3,225 per course

ADMISSION REQUIREMENTS FOR INDIVIDUALS WITH A BACHELOR'S DEGREE:

- **Application for Fall Admittance: July 31 deadline**
- **Application for Spring Admittance: November 1 deadline**

Click [here](#) for the application.

Step One

With the application, you will need to submit the following:

1. MAT application fee (\$50) (for review of transcript and additional materials)
2. Official college transcript that shows Bachelors' degree from accredited institution*
3. Official college transcripts from each institution attended
4. Documentation of passing grade on ISBE Test of Academic Proficiency (TAP) or required score on ACT/SAT (ACT plus Writing composite score of 22 with combined Writing and English score of 19 or better; SAT combined score of 1030 or better with Writing score of 450 or better) or scheduled test date. The scores must be no more than 10 years old at the time of submission
5. Documentation of passing grade on ISBE Content Area Test or scheduled test date
6. Two letters of recommendation from employer(s) and/ or professor(s) at prior institution (in desired certification area for secondary education candidates or content area major for elementary education candidate) for academic and character reference
7. Statement of academic and professional goals (1 -2 pages)

*A 3.0 GPA in area of certification is expected. Consideration will also be given to the rigor of the BA preparation as well as evaluation of the content area portfolio.

Step Two

Transcript review by MAT Coordinator

Step Three

Orientation meeting with MAT coordinator regarding portfolio & interview preparation. Please contact Adrienne Thoms, Education Department Assistant at 847-735-5169 or thoms@lakeforest.edu to arrange an appointment.

Step Four

Submission of Content Area Assessments Portfolio (see M.A.T. Handbook) in discipline-specific secondary or elementary broad fields to be evaluated and reviewed by Education Advisory Council content area liaison for strengths and weaknesses in content/licensure area and possible additional course recommendations

Step Five

1. Successful interview with Department of Education faculty that includes assessment of the following:
 - communication skills
 - clarity of goals for teaching
 - identifying characteristics demonstrated in areas of preprofessional dispositions, reflection, resourcefulness and potential for remaining characteristics to be demonstrated
 - relevant experiences with targeted age group
2. On-site writing sample

Step Six

Evidence from state police background check that the student is suitable to work with children. This will be arranged through Lake Forest College.

Step Seven:

Admission or provisional admission to MAT program and course registration

Step Eight:

Continuing participation in the program and official admission to the licensure program is contingent upon successful completion of all testing, subsequent portfolio checkpoints, and course requirements.

ADMISSION REQUIREMENTS FOR LAKE FOREST COLLEGE AND
TRANSFER UNDERGRADUATE STUDENTS

- Recommendation from your major advisor
- Good standing at the College, compliance with ethics policy, verification by Dean of students
- Passing score in Illinois State Board of Education Test of Academic Proficiency (TAP) and ISBE Content Area Test or required score on ACT/SAT (ACT plus Writing composite score of 22 with combined Writing and English score of 19 or better; SAT combined score of 1030 or better with Writing score of 450 or better).
- Transcript evaluation and review by Education Advisory Content Area liaison for strengths and weaknesses in content area and possible additional course recommendations
- Schedule to complete major for graduation
- GPA of 2.75
- Submission of Content Area Assessments Portfolio (see M.A.T. Handbook) in discipline-specific secondary or elementary broad fields to be evaluated and reviewed by Education Advisory Council content area liaison for strengths and weaknesses in content/certification area and possible additional course recommendations
- Department interview
- On-site writing sample
- Passing of Illinois State Police background check
- B- or better in EDUC 210

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The basic requirements are:

- 37 credit hours (9.25 courses) of course work in elementary, secondary or K-12 licensure [41 credit hours (10.25 courses) for adding middle school endorsement with elementary licensure]
- A minimum of four semesters of course work, including fieldwork internship and student teaching placements in local public schools. (Additional courses may be required according to transcript and portfolio evaluation.)
- Completion of an electronic portfolio at four required checkpoints containing student created artifacts and reflective essays.

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Foundational Coursework Required

- EDUC 210 Observing the Schooling
- EDUC 215 Instructional Communication: Theory and Practice
- PSYC 210 Developmental Psychology
- EDUC 220/244/270 Foundations of Education course
- Content Area Course (post-BA) or Content major (3/2)

MAT Coursework Required

- EDUC 403: Reading in the Elementary School or EDUC 413: Reading in the Content Areas
- EDUC 404: Elementary Fieldwork and Seminar or EDUC 415: Middle School Fieldwork and Seminar
- EDUC 414 Inclusive Learning Environments
- EDUC 501 Introduction to Teacher Research
- EDUC 516: Curriculum and Instruction in the Elementary School: Content-Area Literacy and Social Studies or EDUC 520: Discipline-Specific Secondary Curriculum and Instructional Design or EDUC 522: : Discipline-Specific K-12 Curriculum and Instructional Design
- EDUC 517: Curriculum and Instruction in the Elementary Schools: Math and Science or EDUC 519: Secondary Curriculum and Instructional Design
- EDUC 518: Elementary Student Teaching and Seminar or EDUC 521: Secondary Student Teaching and Seminar (12 hours)
- EDUC 502 Teacher Action Research Project (1 hour)
- EDUC 506: Teaching Adolescent Students (middle school endorsement for elementary candidates only)

37 hours of coursework (41 hours for middle school endorsement), in addition to foundational course work*
 6 MAT courses, plus student teaching, and action research project

*additional content courses may be required depending on transcript review

Course Sequence for Those with a Bachelor’s Degree

Year One

Fall (foundational coursework)	Spring (MAT coursework)
EDUC 210: Observing the Schooling Process	EDUC 403: Reading in the Elementary School or EDUC 413: Reading in the Content Areas
EDUC 215: Instructional Communication: Theory and Practice	EDUC 404: Elementary Fieldwork and Seminar or EDUC 415: Middle School Fieldwork and Seminar
One course in certification area (secondary, K-12, or elementary content area requirements)*	EDUC 414: Inclusive Learning Environments
PSYC 210: Developmental Psychology	

May Term

EDUC 501: Introduction To Teacher Research

Year Two

Fall	Spring
EDUC 516: Curriculum and Instruction in the Elementary School: Content-Area Literacy and Social Studies or EDUC 520: Discipline-Specific Secondary Curriculum and Instructional Design or EDUC 522: Discipline-Specific K-12 Curriculum and Instructional Design (with master’s component)	EDUC 518: Elementary Student Teaching and Seminar or EDUC 521: Secondary Student Teaching and Seminar (12 hrs)

EDUC 517: Curriculum and Instruction in the Elementary Schools: Math and Science or EDUC 519: Secondary Curriculum and Instructional Design (with master's component)	EDUC 502: Teacher Action Research Project (1 hr)
Phil./ Hist./Anthro EDUC.	
EDUC 506: 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)
EDUC 210: Observing the Schooling	EDUC 403: Reading in the Elementary School or EDUC 413: Reading in the Content Areas *
EDUC 215: Instructional Communication: Theory and Practice	EDUC 404: Elementary Fieldwork and Seminar or EDUC 415: Middle School Fieldwork and Seminar*
PSYC 210: Developmental (Prereq: PSYC 110)	EDUC 414 Inclusive Learning Environments*
Other Major or Elective	Other Major or Elective

Summer Term I / May

EDUC 501: Introduction To Teacher Research

Year Two - MAT Year

Fall	Spring
EDUC 516: Curriculum and Instruction in the Elementary School: Content-Area Literacy and Social Studies or EDUC 520: Discipline-Specific Secondary Curriculum and Instructional Design or EDUC 522: Discipline-Specific K-12 Curriculum and Instructional Design (with master's component)	EDUC 518: Elementary Student Teaching and Seminar or EDUC 521: Secondary Student Teaching and Seminar (12 hrs)
EDUC 517: Curriculum and Instruction in the Elementary Schools: Math and Science or EDUC 519: Secondary Curriculum and Instructional Design (with master's component)	EDUC 502 Teacher Action Research Project (1 hr)
Phil./ Hist./Anthro EDUC.	
EDUC 506: Teaching Adolescent Students (<i>middle school endorsement for elementary candidates only</i>)	

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 certification.

Note: A "B-" or better is required for every Education Department course.

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Jean W. Mohr '52
Lake Forest, Illinois

Marian P. Pawlick
Lake Bluff, Illinois

Rhoda A. Pierce '60
Highland Park, Illinois

Barbara O. Taylor
Lake Forest, Illinois

Florence F. Wheeler
Lake Forest, Illinois

The Faculty

Current Faculty

Amy Abe (1994-1996; 2000)
B.A., Lake Forest College; M.S., Lake Forest Graduate School of Management; Ph.D., California Institute of Technology; Senior Lecturer in Chemistry and Physics

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

Anthony Adler (2006)
B.A., Carnegie-Mellon University; Lecturer in Theater

Edward Ahern (2005)
B.A., University of Illinois; M.B.A., University of Chicago; Lecturer in Economics and Business

Beth Ahlgrim (2013)
B.A., St. Mary's University; M.A., DePaul University; M.A., Northeastern University; Lecturer in Education

Lia Alexopoulos (2001)
B.A., Lake Forest College; M.A., University of Chicago; Lecturer in Art

Dan Andrews (2015)
B.A. Moody Bible Institute; Head Men's Soccer Coach

Kimberly Ankney (2013)
B.A., Temple University; M.A. University of Michigan; Lecturer in Music

Mariko Anno (2012)
B.A., Lake Forest College; M.M., D.M.A., University of Illinois at Urbana Champaign; M.A., Ph.D., Tokyo University of the Arts; Lecturer in Music

Michelle Applebaum (2010)
B.S., Northwestern University; M.B.A., Kellogg Graduate School of Management; Lecturer in Economics and Business

S. Aneeqa Aqeel (2010)
B.A. and M. Phil., Oxford University; M.A. and Ph.D., University of Michigan; Assistant Professor of Economics

Robert Archambeau (1996)
B.A., University of Manitoba; M.A., M.F.A., Ph.D., University of Notre Dame; Professor of English

Cynthia Arden (2012)
B.A., M.A., Butler University; Lecturer in Music

Carla Arnell (2000)
A.B., Augustana College; M.A., Ph.D., Northwestern University; Associate Professor of English

Nancy Arnold (2014)
B.S., Loyola University-Chicago; M.S., American Inter-Continental University; Lecturer in Computer Science

Anjana Arora (2012)
B.S., M.S., M.Phil., Punjabi University (India); B.Ed., Annamalai University (India), M.Ed., Ph.D., University of Nebraska-Lincoln; Lecturer in Education

Robert A. Baade (1973)
B.A., University of Wisconsin (Whitewater); M.A., Ph.D., University of Wisconsin (Madison); A.B. Dick Professor of Economics and Business

Zachary Bahr (2014)
B.A., Brown University; Assistant Director of Admissions

Sugata Banerji (2015)
B.E., West Bengal University of Technology (Kolkata, India); Ph.D., New Jersey Institute of Technology; Assistant Professor of Computer Science

Lois B. Barr (1996)
B.S., Georgetown University; M.A., Middlebury College; Ph.D., University of Kentucky; Associate Professor of Spanish

Anne Barry (2015)
B.A. and Higher Diploma in Education, University College Cork (Ireland); M.A., University of St. Thomas; Instructor in Music

Denise Bass (2011)
B.A., Lake Forest College; M.S., University of Illinois at Chicago; Lecturer in Education

Samuel Bassett (2013)
B.A., M.A., University of Oklahoma; Lecturer in Politics

Christopher Todd Beer (2012)
B.F.A., The Savannah College of Art & Design; M.A., Humboldt State University; Ph.D., Indiana University; Assistant Professor of Sociology

Carmina Bech (2015)
B.A., University of Barcelona (Spain); Lecturer in Finance

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; Assistant Professor of Communication

Catherine Benton (1987)
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

Jessica Berger (2011)
B.A., Lake Forest College; M.A., University of Illinois at Chicago; Lecturer in English

Catherine Besancon (2015)
B.A., University of California, Los Angeles; M.A., Ph.D., University of Southern California; Visiting Assistant Professor of Art History

Karen Blocker (2001)
B.S., M.A., National Louis University; Certificate in Assistive Technology, California State University; Academic Technologist; Manager of Media Services

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

Nancy Sosna Bohm (2001)
B.A., California State University (Chico); M.L.S., San Jose State University; Associate Librarian; Reference Librarian

Michelle E. Bolinger (2007)
B.F.A., Indiana University; M.F.A., University of Washington; Lecturer in Art

Verena Bonitz (2011)
B.S., University of Applied Sciences, Esslingen Germany; M.S., Iowa State University; Ph.D., North Dakota State University; Ph.D., Iowa State University; Assistant Professor of Psychology

Ruthane I. Bopp (1960)
B.A., Lake Forest College; M.A., Northwestern University; Registrar of the College; Instructor in Mathematics

David A. Borden (2015)
B.A., Ohio Univeristy; M.A., University of South Carolina; Lecturer in Entrepreneurship

Nancy Brekke (1991)
B.A., Ph.D., University of Minnesota; Associate Professor of Psychology

Eva Breneman (2008, 2013)
B.A., New York University; M.A., The Central School of Speech and Drama (London, England); Lecturer in Theater

Brian Bruha (2004)
B.A., Lake Forest College, M.B.A.-Keller Graduate School of Management; Director of Athletic Facilities, Head Men's Golf Coach

Andrew Bullen (2013)
B.Ph.Ed., University of Otago (New Zealand); M.Ed., University of Texas at Austin; Ph.D., University of Pennsylvania School of Medicine; Lecturer in Biology

Randall Bush (2012)
B.S., M.A., Northwestern University; Lecturer in Communication

Geoffrey Button (2015)
B.A., Western Michigan University; M.F.A., Northwestern University; Director in Theater

Emir Cakaroz (2015)
B.A., M.A., Anadolu University (Turkey); M.F.A., University of Wisconsin, Milwaukee; Lecturer in Communication

Stephanie Caparelli (2014)
B.A., Lake Forest College; J.D., Chicago-Kent Law School; Lecturer in Politics

James Catanzaro (2009)
B.A., Greenville College; M.A., West Virginia University; Head Football Coach

Shiwei Chen (1998)
B.A., Yunnan University; M.A., Peking University; Ph.D., Harvard University; Professor of History

Beth A. Clemmensen (2013)
B.A., University of Illinois; M.B.A., Northwestern University; Lecturer in Economics and & Business

Jason A. Cody (1995-1996; 1997)
B.A., College of Wooster; Ph.D., Northwestern University; Professor of Chemistry

Bradley Coleman (2013)
B.A., Miami University; M.F.A. California State University; Lecturer in Art

Herbert Colston (2010)
B.A., Purdue University; M.S. and Ph.D., University of California, Santa Cruz; Lecturer in Psychology

Ryan Cook (2014)
B.A., St. Cloud State University; M.A., Ph.D., University of Chicago; Lecturer in Sociology and Anthropology

Helen Cooper (2014)
B.A., Bard College; M.F.A., School of the Art Institute of Chicago; Lecturer in Art

Joshua Corey (2007)
B.A., Vassar College; M.A., M.F.A., University of Montana; M.A., Ph.D., Cornell University; Associate Professor of English

Richard Corley (2010)
B.F.A., North Carolina School of the Arts; M.A., Goddard College; Lecturer in Theater

Connie Corso (2006)
B.A., University of Cincinnati; M.B.A., Olivet Nazarene University; Academic Technologist; Manager of the Brown Technology Resource Center

Chelsea Cossu (2012)
B.F.A., Western Michigan University; M.F.A., University of South Florida; Lecturer in Art

Mimi Cowan (2012)
B.A., North Central College; M.A., National University of Ireland; Lecturer in History

Julius Crump (2014)
B.S., Spalding University; M.Div., Southern Baptist Theological Seminary; Th.M., Louisville Presbyterian Theological Seminary; M.A., University of Chicago; Lecturer in Religion

James R. Cubit (1996)
B.S., M.A., University of Iowa; Director of the Library and Information Technology

Daniel Curlik (2015)
B.S., Drexel University; M.S., Ph.D., Rutgers University; Lecturer in Neuroscience

Michael Dau (1966)
B.A., Lake Forest College; Physical Educator and Coach

Clifford Deaton (2015)
B.A., College of Wooster; M.A., Ph.D., University of Illinois at Chicago; Lecturer in Politics

Miguel de Baca (2009)
B.S., Stanford University; Ph.D., Harvard University; Associate Professor of Art History

Virginia de Oliveira-Alves (2013)
B.A., Tennessee State University; M.A., Southern Illinois University; Ph.D., Loyola University Chicago; Lecturer in Philosophy

Shubhik DebBurman (2001)
B.A., Wittenberg University; Ph.D., Northwestern University; Professor of Biology

Helene DeGross (2002; 2004)
B.A., Slippery Rock University; M.A., Northern Illinois University; Lecturer in Communication

Daniel DeFranco (2013)
B.A., Lake Forest College; Lecturer in Philosophy

Laura Dingeldein (2015)
B.A., University of North Carolina at Chapel Hill; M.A., Duke University; Ph.D., Brown University; Lecturer in Philosophy

Les R. Dlabay (1983)
B.S., University of Illinois (Chicago); M.B.A., DePaul University; Ed.D., Northern Illinois University; Professor of Economics and Business

Kathryn Rindskopf Dohrmann (1975-1983; 1985-1988; 1991)
B.S., M.S., Ph.D., Iowa State University; M.P.H., Columbia University; Senior Lecturer in Psychology

Kristin Doll (2012)
B.A., Minnesota State University; M.A., University of Minnesota; M.A., Northwestern University, Lecturer in Art

Clare Donovan-Scane (2013)
B.A., University of Iowa; M.A., National Lewis University, Lecturer in Education

Judy M. Dozier (1997)
B.A., University of Illinois (Chicago); M.A., Governors State University; Ph.D., Loyola University (Chicago); Associate Professor of English

Meredith DuMais (2010)
B.A., Boston College; M.A., Boston College; Associate Director of Admissions

Scott Edgar (2012)
B.A., Bowling Green State University; M.A., University of Dayton; Ph.D., University of Michigan; Assistant Professor of Music

Rick Elgandy (2011)
B.A., Georgetown University; M.A., University of Chicago Divinity School; Lecturer in Religion

Christopher J. Ellertson (2015)
B.A., Otterbein College; M.A., Indiana University of Pennsylvania; Vice President for Enrollment

Cary Elza (2012)
B.A., Smith College; M.A., Emory University; Lecturer in Communication

Daw-Nay Evans (2012)
B.A., George Mason University; M.A., Virginia Polytechnic and State University; Ph. D., DePaul University; Assistant Professor of Philosophy

Hazim Fazlic (2014)
B.A., University of Sarajevo; M.A. and Ph.D., University of Birmingham (England); Lecturer in Religion

Julie Felichio (2010)
B.S., University of Oklahoma, M.A. Northern Illinois University; Ed.D., National Lewis University; Lecturer in Biology

Amanda Felkey (2006)
B.A., Carleton College; M.A., Ph.D., Cornell University; Associate Professor of Economics and Business

Elizabeth W. Fischer (1992)
B.A., Lake Forest College; Ph.D., Northwestern University; Senior Lecturer in Chemistry

C. Richard Fisher (1987)
B.A., M.A., Ph.D., University of Chicago; Associate Professor of German

Debra Fitzsimmons (2008)
B.A., Southern Illinois University; M.Ed., Carthage College; M.F.A., Ed.D., Northern Illinois University; Lecturer in Education

Michael Fleischer (2013)
B.A., Northeastern Illinois University; M.S., Illinois Institute of Technology; Lecturer in Psychology

Robert Flot (2005)
B.A., M.A., Eastern Illinois University; Dean of Students

Charles Flower (2015)
B.A. Lake Forest College; M.S., The Ohio State University; Ph.D., University of Illinois at Chicago; Lecturer in Biology

Stewart Foley (2013)
B.S., University of Missouri; M.B.A., University of Chicago; Lecturer in Finance

Lynette Foss (2014)
B.A., M.A., De Paul University; Lecturer in Biology

Eliza Fournier (2011)
B.A., Lake Forest College; M.P.A., University of Indiana; Lecturer in Environmental Studies

Margaret Frank (2005)
B.S. University of Maine; M.S., New Hampshire College; Ph.D., University of Texas; Senior Lecturer in Biology

Jean-Luc Garneau (1964)
B.A., Université Laval (Quebec); M.A., University of Illinois (Chicago); Licence des Lettres Libre, Université Laval; Professor of French

Jason Geistweidt (2015)
B.Mus., Southwestern University; M.A., University of Limerick (Ireland); Ph.D., Queen's University, Belfast; Lecturer in Art

David George (1985)
B.A., M.A., Ph.D., University of Minnesota; Professor of Spanish

Rachida Ghodbane (2011)
B.A., M.A., University of Bordeaux, Bordeaux, France; Lecturer in French

Matthew Gilmore (2013)
B.A., University of Kansas; M.A., Northwestern University; Lecturer in Music

Olya Glantsman (2013)
B.A., Lake Forest College; Lecturer in Psychology

Rebecca Goldberg (2002)
B.A., M.A., Illinois State University; M.B.A., Lake Forest Graduate School of Management; Lecturer in Art

Benjamin Goluboff (1986)
B.A., New York University; M.A., Ph.D., University of Pennsylvania; Associate Professor of English

Anahit Gomtsian (2015)
B.A., M.A., University of Illinois - Chicago; Lecturer in Politics

David Gordon (2013)
B.A., Washington and Lee University; M.A., University of Notre Dame; M.A., University of Montana; Lecturer in Philosophy

Melissa Grady (2014)
B.M.E., M.M.E., Wichita State University; Visiting Assistant Professor of Music

Rebecca Graff (2014)
B.A., University of California-Berkeley; M.A., Ph.D., University of Chicago; Assistant Professor of Anthropology

Laura Grandau (2014)
B.A., M.A., University of Chicago; Ph.D., University of Wisconsin-Madison; Assistant Professor of Education

Sean Graney (2009)
B.A., Emerson College; Lecturer in Theater

Kent R. Grote (1998)
B.A., Doane College; M.A., University of Cincinnati; Ph.D., George Mason University; Instructor in Economics and Business

R. Sergio Guglielmi (1991)
Laurea, University of Rome; Ph.D., University of Minnesota; Professor of Psychology

Cynthia T. Hahn (1990)
B.A., Rosary College; M.A., Purdue University; Ph.D., University of Illinois; Professor of French

Kurt Ham (1991)
B.A., Lake Forest College; M.A., New School for Social Research; Lecturer in Sociology

Safa Hamed (2015)
B.S, M.S., Loyola University Chicago; M.A., DePaul University; Lecturer in Mathematics

Sheila Hanley (2014)
B.S., Georgetown University; M.A., University of Chicago; M.B.A., Northwestern University Kellogg Graduate School of Business; Lecturer in Economics

Daniel Hanna (2011)
B.A., Temple University; M.A., University of Colorado; M.A. and Ph.D, Princeton University; Assistant Professor of French and Spanish

Niccole Hannemann (2013)
B.S., University of Illinois (Urbana); M.E., Lesley University; Lecturer in Education

Michael Hartney (2014)
B.A., Vanderbilt University; M.A., Ph.D., University of Notre Dame; Assistant Professor of Politics

Barbara Harvey (2005-06, 2008, 2010)
B.A., Dominican University; M.A., National Lewis University; Lecturer in Education

Matt Hawkins (2014)
B.F.A., Southern Methodist University; M.F.A., University of Iowa; Director in Theater

Richard Hay (2012)
B.A., University of Minnesota; Ph.D., Northwestern University; Lecturer in Politics

Charles Hayford (2005)
B.A., Harvard College; Ph.D., Harvard University; Visiting Professor in History

Kimberly Hazlett (2014)
B.A., Luther College; MLIS, Dominican University; Associate Librarian/Head of Circulation

Brian Healy (2014)
B.A., Truman State University; M.F.A., University of Washington; Assistant Professor of Theater and Resident Designer/Technical Director

Clara Herrera (2004)
B.S., Universidad de los Andes (Bogota, Columbia); Master of Project Management, Keller Graduate School of Management; Master of Liberal Studies, Lake Forest College; Ph.D. University of Illinois at Chicago; Lecturer in Spanish

Marsha Hestad (2002-2005; 2009)
B.S., University of Illinois; M.Ed., National College of Education; Ph.D., Loyola University; Lecturer in Education

Lisa Hinkley (2008)
B.S., Bradley University; M.A., Michigan State University; Associate Vice President for Career and Professional Development

Jacqueline Francis Hoefler (2010)
B.S., University of Colorado at Colorado Springs; Senior Associate Director of Admissions

Susan Hoffmann (2013)
B.A., Skidmore College; M.B.A., New York University; Lecturer in Environmental Studies

Robert L. Holliday (1982)
B.S., University of Missouri (Rolla); M.S., Ph.D., Southern Illinois University; Professor of Mathematics and Computer Science

Robert Hooper (2012)
B.F.A., Pratt Institute; M.F.A., Yale University School of Art and Architecture; Lecturer in Art

Linda Horwitz (2003)
B.A., Bates College; M.A., Ph.D., Northwestern University; Associate Professor of Communication

Anne E. Houde (1992)
A.B., Princeton University; M.S., Ph.D., University of Maryland; Foster G. and Mary W. McGaw Professor of Biology

Vicky Hu (2014)
B.S., Peking University; M.S., University of Missouri; Lecturer in Computer Science

Eiko Ichinose (1999)
B.A., Ritsumeikan University; Lecturer in Japanese

Randall E. Iden (2008)
B.A., Haverford College; J.D., University of Pennsylvania Law school; M.S., Northwestern University; Lecturer in Communication

Sharon Jackson (2015)
B.A., Northeastern Illinois University; M.A., Northwestern University; Lecturer in Spanish

Darlene Jaffke (2010)
B.A., University of Wisconsin-Whitewater; M.B.A., Indiana Wesleyan University; Assistant Professor in Economics and Business

Lara Jakobsons (2013)
B.A., Georgetown University; M.S., Ph.D., Florida State University; Lecturer in Psychology

Aleksandar Jankovski (2011)
B.A., M.A., Northeastern Illinois University; Ph.D., University of Miami; Lecturer in Politics

Marvin Johnson (2006)
B.S., Wheaton College; M.A., Oakland University; Ph.D., University of Illinois (Chicago); Lecturer in Mathematics

Chloe Johnston (2011)
B.A., University of Chicago; M.A. and Ph.D., Northwestern University; Assistant Professor of Theater

Anna Trumbore Jones (2003)
B.A., University of Chicago; M.A., M.Phil., Ph.D., Columbia University; Associate Professor of History

Adam Jones (2011)
B.A., Pennsylvania State University; M.S., Illinois State University, Lecturer in English

David Jordan (2015)
B.S., Northern Illinois University; M.S., DePaul University, Lecturer in Business

Douglas Kalvin (2012)
B.A., Duke University; M.S., Baylor College of Medicine; M.S., Ph.D., University of Michigan; Lecturer in Chemistry

Eileen Karsten (2001)
B.A., Barat College; M.A., Rosary College Graduate School of Library and Information Science; Associate Librarian; Head of Technical Services

Michael Mason Kash (1988)
B.A., Lake Forest College; Ph.D., Massachusetts Institute of Technology; Professor of Physics

Matthew R. Kelley (2002)
B.S., University of Wisconsin, Parkside; M.S., Ph.D., Purdue University; Professor of Psychology

Nambi Kelley (2007)
B.F.A., De Paul University; Lecturer in Theater

Jeffrey Kenyon (2011)
B.S., University of Illinois; M.B.A., UCLA; Lecturer in Finance

David Kersnar (2015)
B.A., M.F.A., Northwestern University; Director in Theater

Christopher King (2012)
B.A., Furman University; M.A., Villanova University; Ph.D, Vanderbilt University; Lecturer in Philosophy

Lloyd Broadnax King (2014)
B.A., Marlboro College; M.A., Roosevelt University; Lecturer in Music

Joseph Kinsella (2006)
B.A., Illinois Wesleyan University; Head Softball Coach; Director of Intramurals

Karen E. Kirk (1996)
B.S., University of Delaware; Ph.D., Rutgers University; Professor of Biology

David Knoell (2013)
B.A., University of Nebraska; M.F.A., University of Central Florida; Lecturer in Theater

Deborah Knowles (2001)
B.Mus.Ed, M.Mus., Northwestern University; Senior Lecturer in Music

Craig D. Knuckles (1995)
B.S., M.S., Tennessee Technological University; Ph.D., Louisiana State University; Associate Professor of Mathematics

Rita Koller (2002)
B.A., Lake Forest College; M.L.I.S., Dominican University; Associate Librarian

Lukasz Konopka (2014)
B.S., University of Illinois at Chicago; M.A., University of Chicago; Ph.D, Loyola University; Lecturer in Neuroscience

Ekaphan Kraichak (2014)
B.A., Bowdoin College; Ph.D., University of California-Berkley; Lecturer in Environmental Studies

Judith Lafferty (2010)
B.S., Wittenberg University; M.A., Roosevelt University; Lecturer in Education

Nancy Latka (2014)
B.A., Indiana University; M.S., Northwestern University; Lecturer in Education

Marc Lawrence (2015)
B.A., Stanford University; M.B.A., University of Pennsylvania, The Wharton School; Lecturer in Finance

Karen Lebergott (1996)
B.S., University of Wisconsin (Madison); M.F.A., The School of the Art Institute of Chicago; Associate Professor of Art

Dan L. LeMahieu (1974)
B.A., Lawrence University; M.A., Ph.D., Harvard University; Hotchkiss Presidential Professor of History; Director of Graduate Programs

Robert J. Lemke (2002)
B.A., Saint Olaf College; M.S., Ph.D., University of Wisconsin (Madison); Professor of Economics and Business

Philip Lenczycki (2015)
B.A., DePaul University; M.A., Fudan University (China); Lecturer in Chinese

David E. Levinson (1992)
B.A., University of Arizona; M.M., Northwestern University; M.S., University of Illinois (Urbana-Champaign); Systems Librarian; Academic Technologist

Janice L. Leonhardt (2013)
B.A., Luther College; M.A., St. Thomas University; Lecturer in Physics

Debra Homer Levis (1996-1997; 1998-1999; 2000)
B.A., J.D., Northwestern University; Assistant Professor of Politics

Douglas B. Light (2003)
B.A., Colby College; M.S., Ph.D., University of Minnesota; Laurence R. Lee Family Professor of Biology

Judith Lindgren (2013)
B.A., Northern Illinois University; M.E., Loyola University of Chicago; Lecturer in Education

Louis G. Lombardi (1980)
A.B., Brown University; Ph.D., University of Illinois (Urbana); Professor of Philosophy

Susan M. Long (2009)
B.A., Macalester College; M.A., Ph.D., University of Illinois at Chicago; Associate Professor of Psychology

James M. Lundberg (2012)
B.A., Connecticut College; M.A., M.Phil., Ph.D., Yale University; Assistant Professor of History

Suzanne Lussier (2014)
B.A., Gonzaga University; M.A., American University; M.F.A., University of Montana; Lecturer in Art

Jean-Marie Maddux (2015)
B.S., Binghamton University; M.A., Ph.D., Johns Hopkins University; Assistant Professor of Psychology

Ann B. Maine (1994)
B.S., Williams College; M.S., Ph.D., University of Rochester; Senior Lecturer in Biology

Rebecca Makkai (2013)
B.A., Washington and Lee University; M.A., Middlebury College; Lecturer in English

Maureen Marshall (2013)
B.A., University of California, San Diego; M.A., University of Chicago; Lecturer in Sociology and Anthropology

James J. Marquardt (2002)
B.A., Villanova University; M.A., Ph.D., University of Chicago; Associate Professor of Politics

William B. Martin (1961)
B.S., Franklin and Marshall College; Ph.D., Northwestern University; Deane Professor of Biochemical and Biological Sciences; Faculty Marshal

Catherine Matson (2014)
B.A., Trinity Christian College; M.S. National Lewis University; Lecturer in Psychology

Tracy McCabe (1998)
A.B., Princeton University; M.A., Ph.D., University of Wisconsin (Madison); Senior Lecturer in English

Brian McCammack (2015)
B.S., M.A., Purdue University; Ph.D., Harvard University; Assistant Professor of Environmental Studies

Janet McCracken (1993)
B.A., Vassar College; M.A., Ph.D., University of Texas (Austin); Professor of Philosophy

Robert Chad McCracken (2001; 2004)
B.A., Yale University; M.A., Ph.D., University of Texas (Austin); J.D., University of Texas School of Law; Assistant Professor of Philosophy and Politics

Doug McDade (2014)
London Shakespeare Academy; Lecturer in Theater

David Meekhof (2015)
B.A., Grand Valley State University; M.A.T., National Lewis University; Lecturer in Education

Gizella Meneses (2005)
B.A., M.A., Loyola University (Chicago); Ph.D., Arizona State University; Associate Professor of Spanish

Dustin Mengelkoch (2010)
B.A., University of Texas (Austin); M.A., Duke University; Ph.D., University of North Carolina; Assistant Professor of English

Sean Menke (2010)
B.A., University of Minnesota; M.S., University of Oklahoma; Ph.D., University of California; Assistant Professor of Biology

Marilynn Menuey (2011)
B.S., Chadron State College; M.A., Kansas State University; Lecturer in Education

Jamie Merchant (2014)
B.A., Clemson University; M.A., Northwestern University; Lecturer in Communication

Donald C. Meyer (1995)
B.A., University of California (Santa Barbara); M.A., Ph.D., University of California (Davis); Professor of Music

Michael Meyerhoff (2013)
B.A., Columbia University; M.A., Ph.D., Harvard University; Lecturer in Psychology

Ariel M'ndange-Pfupfu (2014)
 B.S., M.S., Stanford University; Ph.D., Northwestern University; Lecturer in Environmental Studies

Siobhan M. Moroney (1993)
 B.A., University of Oklahoma; Ph.D., Rutgers University; Associate Professor of Politics

Rachel Moskowitz (2013)
 B.A., Grinnell College; M.A., Northwestern University; Lecturer in Politics

Jennifer K. Motzer (2004)
 B.A., Illinois State University; Associate Director of Admissions

Nathan Mueggenburg (2004)
 B.A., Illinois Wesleyan University; M.S., Ph.D., University of Chicago; Associate Professor of Physics

Melissa Naughton (2008)
 B.A., Millikin University; M.S.Ed., Eastern Illinois University; Assistant Director of Transfer Admissions

Heather Noll (2012)
 B.A., Coe College (Iowa); M.S., University of Wisconsin Whitewater (Wisconsin); Head Volleyball Coach

Elizabeth Odom (2013)
 B.F.A., San Francisco Art Institute; M.F.A., Yale University School of Art; Lecturer in Art

Desmond Odugu (2009)
 B.A., University of Ibadan (Nigeria); M.A., Nnamdi Azikiwe University Awka (Nigeria); M.Ed., Ph.D., Loyola University Chicago; Assistant Professor of Education

Michelle Oh (2010)
 B.S., University of Illinois; M.S., Dominican University; Reference Librarian

Paul S. Orogun (1995)
 B.S., University of Ife, Ile-Ife, Nigeria; M.A., Ph.D., University of California (San Diego); Associate Professor of Politics

Michael Orr (2011)
 B.A., University College London; M.A. and Ph.D., Cornell University; Professor of Art, Krebs Provost and Dean of the Faculty

Evan Oxman (2010)
 B.A., Duke University; M.A. and Ph.D., Princeton University; Uihlein Assistant Professor of American Politics

Min Pak (2014)
 B.F.A., University of Illinois; M.F.A, Columbia College; Lecturer in Computer Science

Mitchell L. Paliga (1999)
 B.Mus., Eastern New Mexico University; M.Mus., Northwestern University; Senior Lecturer in Music

David W. Park (2003)
 B.S., Northwestern University; M.A., Ph.D., University of Pennsylvania; Professor of Communication

Adam Pelzer (2013)
 B.A., Lawrence University; Ph.D., Northwestern University; Lecturer in Chemistry

Richard Pettengill (2003)
 B.A., Bates College; M.A., Ph.D., University of Chicago; Associate Professor of Theater

Alla Podolny (2012)
 B.S., Samara State University (Russia); M.S., Ph.D., Technion (Israel); Lecturer in Mathematics

Andrew Pollom (2014)
 B.S., M.S., Indiana State University; Associate Dean of Students and Director of Residence Life

Gladys Poma (2012)
 B.A., University of Lima (Peru); M.A., Loyola University Chicago; Lecturer in Mathematics

Jessica Popovic (2015)
 B.M., M.M.; Northwestern University; Lecturer in Mathematics

George Pryjma (2011)
 B.A., M.A., Northwestern University; Lecturer in Mathematics and Education

Rachel G. Ragland (1996)
 B.A., M.S., University of Pennsylvania; Ed.D., Teachers College, Columbia University; Associate Professor of Education

Fatima Rahman (2012)
 B.A., University of California (San Diego); M.A., University of California (Riverside); Ph. D., University of California (Irvine); Assistant Professor of Politics

Sandra Ragsdale (2011)
 B.A., Sarah Lawrence College; M.F.A., University of Michigan; Lecturer in Theater

Rathi Ramakrishnan (2014)
 B.E., University of Bangalore (India); M.B.A., The International University (Missouri); M.S., Illinois Institute of Technology; Lecturer in Computer Science

Michael Raymond (2011)
 B.S. and M.B.A.; Western New England College; Head Men's and Women's Tennis Coach

Anne Reichel (2009)
 B.A., Georgian Court College; M.Ed., CAS., Ed. D., National Louis University; Lecturer in Education

Muaz Redzic (2012)
 B.A., Kuwait University; M.A., Vanderbilt University; Ph.D., Graduate Theological Foundation; Lecturer in Religion

Jason Renken (2015)
 B.S., Northwestern University; M.A., Catholic Theological Union; Lecturer in Religion

DeJuran Richardson (1986-1991; 1993)
 B.A., M.S., Ph.D, Northwestern University; Associate Dean of the Faculty; Professor of Mathematics

Patricio Rizzo-Vast (2015)
 B.S., University of California, Berkley; M.A., San Francisco State University; Ph.D., University of California, Davis; Lecturer in Spanish

Eli Robb (2004)
 B.A., University of California, Berkley; M.F.A., School of the Art Institute of Chicago; Associate Professor of Art

Michael Robbins (2012)
 B.A., University of Colorado; M.F.A., University of Oregon; M.A., Ph.D., University of Chicago; Lecturer in English

Ann M. Roberts (1995)
 B.A., Johns Hopkins University; M.A., Ph.D., University of Pennsylvania; James D. Vail Professor of Art

Elizabeth Robertson (2011)
 B.A., M.A., University of Illinois at Chicago; M.A., Northeastern Illinois University; Ed.D., National-Louis University; Lecturer in Education

Teryn Robinson (2006)
 B.A., Millikin University; M.A., M.S., Illinois State University; Assistant Dean for Academic Support

Jessica Rosenberg (2014)
 B.A., University of Maryland; MS Ed., Hunter College; Assistant Director of Admissions

Steven J. Rosswurm (1977)
 B.A., University of Michigan; M.A., Ph.D., Northern Illinois University; Professor of History

Sarah Rutter (2007, 2011-)
 B.A., Calvin College; M.A., University of Illinois at Chicago; Lecturer in Education

Ahmad Sadri (1988)
 B.A., M.A., Teheran University; M.A., Ph.D., New School for Social Research; Gorter Professor of Islamic World Studies and Professor of Sociology

Bonnie Salomon (2004)
 B.A., Harvard University; M.D., University of Illinois; Lecturer in Philosophy

Beth Sanchez (2014)
 B.A., Oberlin College; M.S. Northwestern University; Lecturer in Spanish

Javier Sanchez (2014)
 B.S., University of Puerto Rico; Ph.D., Baylor College of Medicine; Lecturer in Psychology

Voula Saridakis (2002)
 B.A., Cornell University; M.S., Ph.D., Virginia Polytechnic Institute and State University; Senior Lecturer in History

Susan Sattell (2012)
 B.A., University of Wisconsin; M.A., University of Illinois at Chicago; Ph.D., Northwestern University; Lecturer in Communication

R. Scott Schappe (1996)
B.S., University of Michigan; Ph.D., University of Wisconsin; Professor of Physics

Jeanne M. Schellin (2004; 2007)
B.A., University of Illinois; M.Ed, DePaul University; Lecturer in Education

Jeffrey Schmitz (2003-04, 2007)
B.S., M.S., Western Illinois University; M.S., University of Tennessee; Lecturer in Physics

Davis Schneiderman (2001)
B.A., Pennsylvania State University; M.A., Ph.D., Binghamton University; Professor of English, Associate Dean of the Faculty

Stephen D. Schutt (2001)
B.A., Earlham College; M.A., University of London (England); J.D., University of Pennsylvania Law School; President of the College

Ariel Schwartz (2015)
B.A., Barnard College; M.A., Northwestern University; Lecturer in Religion

Thomas Senior (2009)
B.S., Rutgers University; M.Ed., Temple University; Lecturer in Physics

George Seyk (2006)
B.A., De Paul University; M.A., Roosevelt University; Lecturer in Economics and Business; Internship Coordinator for Business and Economics

Nilam Shah (2015)
B.S., University of Illinois; M.S., Ph.D., Northwestern University; Assistant Professor of Chemistry

Don Share (2010)
B.A., Brown University; M.S., Simmons College; M.A., Ph.D., Boston University; Lecturer in English

Alexander W. Shingleton (2013)
B.A., University of Oxford (UK); Ph.D., University of Cambridge (UK); Associate Professor of Biology

Hal Sider (2015)
B.A., University of Illinois, Urbana; M.A., Ph.D., University of Wisconsin; Lecturer in Economics

William Silliman (2013)
B.S., Princeton University; Ph.D., University of Minnesota; Lecturer in Environmental Studies

Dan Simpson (2012)
B.A., Heidelberg University; Head Men's and Women's Cross Country Coach

Jacqueline A. Slaats (1986)
B.S., Iowa State University; M.S., University of Wisconsin (Whitewater); Director of Athletics; Senior Advisor to the President

Caroline Slone (2014)
B.S., Yale University; M.S., Ph.D., Northwestern University; Lecturer in Chemistry

David Spadafora (1990)
B.A., Williams College; Ph.D., Yale University; Visiting Professor of History

Michael Stark (2006)
B.S., Northeastern Illinois University; M.B.A., Rosary College; Lecturer in Business

Romulus Stefanut (2012)
B.A., University of Bucharest (Romania); B.A, M.Phil., West University of Timisoara (Romania); M.A., Trinity Western University (British Columbia); M.A., University of Chicago; Lecturer in Religion

Emma Stein (2014)
B.A., University of California; M.A., University of Chicago; Lecturer in Art

Corinne L. Stevens (1998)
B.A., Pace University; M.L.I.S., University of Texas (Austin); Head of Public Services (LIT); Associate Librarian

Virginia Stewart (1997-1999; 2005)
B.A., Knox College; M.A., Purdue University; Ph.D., Northwestern University; Visiting Professor of History

Jennifer Stockdale (2012)
B.A., The College of Wooster; M.A., Miami University; M.F.A.; University of Notre Dame; Lecturer in English

James Sullivan (2004)
B.A., Lake Forest College; M.A., Roosevelt University; Lecturer in Education

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

Kristin Sundberg (2002)
B.A., Macalester College; Director of Transfer and International Admissions

Holly Swyers (2006)
B.A., Ripon College; M.A., Ph.D., University of Chicago; Associate Professor of Sociology and Anthropology

Chloe Taft (2014)
B.A., Williams College; M.A., M.Phil., Ph.D., Yale University; Lecturer in History

Ben Tanzer (2015)
B.A., State University of New York at Albany; M.A., University of Chicago; Lecturer in Lake Forest In The Loop

Vadim Tashlitsky (2008)
B.A., Lake Forest College; Head Men's and Women's Swimming and Diving Coach

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

Alan Teller (2004-07, 2012)
B.A., Queens College; Lecturer in History

Jill Terzakis (2004-07, 2010)
B.A., Lake Forest College; M.B.A., DePaul University; Lecturer in Business

Anne Thomason (2014)
B.A., Macalester College; M.A., Emory University; MSI, University of Michigan; Archivist and Librarian for Special Collections

Tamlyn Tills (2008)
B.S., University of Wisconsin (La Crosse); M.Ed., Cardinal Stritch College; Head Women's Basketball Coach

Jay Torrence (2013)
B.A., Wheaton College; M.F.A., University of British Columbia (Vancouver, B.C.); Lecturer in Theater

Enrique Trevino (2013)
B.S., University of Texas at El Paso; Ph.D., Dartmouth College; Assistant Professor of Mathematics

Joseph Trupia (2013)
B.F.A., Southern Illinois University; M.F.A., The School of the Art Institute; Lecturer in Art

Carolyn Tuttle (1984)
B.A., Boston College; M.A., Ph.D., Northwestern University; Betty Jane Schultz Hollender Professor of Economics and Business; Assistant Faculty Marshal

Kathleen Van De Graaff (2008)
B.A., M.A., Brigham Young University; Senior Lecturer in Music

Jill Van Newenhizen (1987)
B.A., Lake Forest College; M.S., Ph.D., Northwestern University; Associate Professor of Mathematics

Alan Wahlert (2013)
B.A., University of St. Thomas; M.Ed., DePaul University; Ed.D., Loyola University Chicago; Lecturer in Education

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

Catherine S. Weidner (1999)
B.A., College of William and Mary; M.A., Ph.D., Northwestern University; Senior Lecturer in History

Naomi Wentworth (1983)
B.A., University of Massachusetts (Amherst); M.S., Assumption College; Ph.D., University of Connecticut; Associate Professor of Psychology

Melanie Werst (2001)
B.S., University of Minnesota; Ph.D., Northwestern University; Senior Lecturer in Chemistry

Lynn C. Westley (1992)
B.A., Grinnell College; M.S., Ph.D., University of Iowa; Senior Lecturer in Biology

Christopher Whidden (2005)
B.A., Wake Forest University; M.A., Northern Illinois University; Ph.D., Northern Illinois University; Lecturer in Politics

Rachel A. Whidden (2005)
B.A., M.A., Wake Forest University; Ph.D., University of Iowa; Associate Professor of Communication

Christopher E. White (2007)
B.A., University of Toronto; M.A., Indiana University School of Music; Lecturer in Music

Alexander Wilcox (2013)
B.S., University of Rochester; Ph.D., Northwestern University; Lecturer in Biology

Christopher Willey (2012)
B.F.A., Milwaukee Institute of Art & Design; M.F.A., San Francisco Art Institute; Lecturer in Art

Evelyn Williams (2012)
B.A., Carleton College; Ph.D., University of Wisconsin (Madison); Lecturer in Biology

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

Yangqing (Lucie) Xu (2013)
B.A., Lawrence University; M.S., Northwestern University; Lecturer in Psychology

Camille Johnson Yale (2011)
B.S., Ohio University; M.A., University of Illinois at Chicago; Ph.D., University of Illinois; Assistant Professor of Communication

David S. Yuen (1995)
B.A., M.S., University of Chicago; Ph.D., Princeton University; Professor of Mathematics

Carisa Zaban (2005)
B.A., University of New Hampshire; Physical Educator and Coach

Benjamin Zeller (2013)
B.A., University of Rochester; M.A., Harvard University; Ph.D., University of North Carolina; Assistant Professor of Religion

Rui Zhu (2002)
B.A., M.A., Peking University; Ph.D., Tulane University; Associate Professor of Philosophy

Stan Zoller (2013)
B.A., Lakeland College; M.A., Roosevelt University; Lecturer in Communication

Faculty Emeriti

Dates in parentheses indicate year of original appointment to the faculty and length of service.

Eugene Hotchkiss (1970-1993)
A.B., Dartmouth College; Ph.D., Cornell University; LL.D., Illinois College; LL.D., Lake Forest College; President, Emeritus

Kenneth C. Bennett, Jr. (1961-1992)
B.A., University of Wisconsin; M.A., University of Illinois; Ph.D., Indiana University; Professor of English, Emeritus

Ann D. Bowen (1952-1986)
Mus.B., Oberlin College; M.A., Columbia University; Mus.D., Northwestern University; Professor of Music, Emerita

Lowell A. Carmony (1981-2000)
B.A., Indiana University; M.S., University of California (Berkeley); Ph.D., Southern Illinois University; Professor of Mathematics and Computer Science, Emeritus

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

Richard F. Dye (1983 - 2007)
A.B., Kenyon College; M.B.A., Ph.D., University of Michigan; Ernest A. Johnson Professor of Economics, Emeritus

Michael H. Ebner (1974 - 2007)
B.A., University of Toledo; M.A., Ph.D., University of Virginia; James D. Vail III Professor of History, Emeritus

Arlene Eskilson (1972-2000)
B.A., M.A., Roosevelt University; Ph.D., University of Illinois (Chicago); Professor of Sociology and Anthropology, Emerita

Roger J. Faber (1965-1996)
B.S., Calvin College; Ph.D., Michigan State University; Jacob Beidler Professor of Physics, Emeritus

Paul B. Fischer (1971 - 2007)
B.A., M.A., City College of New York; Ph.D., University of Massachusetts; Professor of Politics, Emeritus

Phylis M. Frankel (1968-2004)
B.S., M.A., Ph.D., Northwestern University; Associate Professor of Psychology, and Director and Staff Member, Counseling Center, Emerita

Anthony L. Fritz (1978-2010)
B.S., M.S., University of Wisconsin (Milwaukee); Physical Educator and Coach, Emeritus

Jonathan Fuller Galloway (1966-2002)
B.A., Swarthmore College; Ph.D., Columbia University; Irvin L. and Fern D. Young Presidential Professor of Politics, Emeritus

Carol Gayle (1966-2011)
B.A., Swarthmore College; M.A., Columbia University; Director of Community Education; Associate Director of the MLS Program; Associate Professor of History, Emerita

Pericles B. Georges (1989-2003)
A.B., University of Illinois (Chicago); M.A., Ph.D., University of California (Berkeley); Associate Professor of History, Emeritus

Frederic A. Giere (1962-1988)
B.A., Luther College; M.S., Syracuse University; Ph.D., University of New Mexico; Professor of Biology, Emeritus

Clayton Gray, Jr. (1977-2010)
B.A., Fisk University; M.A., University of Colorado (Boulder); Ph.D., University of California (Berkeley); Associate Professor of German, Emeritus

Robert Morse Greenfield (1967-2002)
B.A., Occidental College; M.A., Ph.D., Columbia University; Associate Professor of English, Emeritus

Gertrude Grisham (1976-1991)
Absolutorium, University of Vienna; M.A., Ph.D., Northwestern University; Director of the Writing Center and Lecturer, Emerita

Forest W. Hansen (1963-1993)
A.B., Harvard College; M.A., University of Wisconsin; Ph.D., Johns Hopkins University; Professor of Philosophy, Emeritus

Laura J. Kateley (1965-2013)
B.S., University of Detroit; M.S., Michigan State University; Associate Professor of Chemistry, Emerita

David L. Krantz (1963-2008)
B.A., Brooklyn College; M.S., Ph.D., Northwestern University; Professor of Psychology, Emeritus

Abba Lessing (1965-2011)
B.A., Wesleyan University; M.A., Ph.D., Tulane University; Professor of Philosophy, Emeritus

Rami Y. Levin (1994-2010)
B.A., Yale University; M.A., University of California (San Diego); Ph.D., University of Chicago; Associate Dean of the Faculty; Director of the Center for Chicago Programs; Professor of Music, Emerita

Charles D. Louch (1957-1989)
B.A., College of Wooster; M.S., Ph.D., University of Wisconsin; Professor of Biology, Emeritus

Richard Mallette (1991)

B.A., Boston College; M.A., Ph.D., Harvard University; Distinguished Service Professor of English, Emeritus

Arthur H. Miller, Jr. (1972-2013)

B.A., Kalamazoo College; M.A. (English), M.A. (Librarianship), University of Chicago; Ph.D., Northwestern University; Archivist and Librarian for Special Collections, Emeritus

Charles A. Miller (1974-1998)

B.A., Swarthmore College; M.P.A., Ph.D., Harvard University; Professor of Politics, Emeritus

William Moskoff (1970-1972; 1983-2002)

B.A., Hunter College; M.A., Ph.D. (Economics), Certificate, Russian Area Studies, University of Wisconsin; M.S. (Biological Sciences), University of Illinois (Chicago); Betty Jane Schultz Hollender Professor of Economics and Biology, Emeritus

Edward W. Packel (1971-2013)

B.A., Amherst College; Ph.D., Massachusetts Institute of Technology; Ernest H. Volwiler Professor of Mathematics, Emeritus

Franz Schulze (1952-1991)

Ph.D., University of Chicago; B.F.A., M.F.A., School of the Art Institute of Chicago; Betty Jane Schultz Hollender Professor of Art, Emeritus

Shelley C. Sherman (1993-2014)

B.A., American University; M.S., Northwestern University; Ph.D., University of Illinois (Chicago); Associate Professor of Education, Emerita

Ralph L. Shively (1965-1987)

B.S., M.A., Ph.D., University of Michigan; Professor of Mathematics, Emeritus

Charles S. Smith (1962-1985)

B.A., Western Kentucky State College; M.A., State University of Iowa; Ph.D., Indiana University; Associate Professor of Mathematics, Emeritus

W. Rand Smith (1977-2013)

B.A., University of North Carolina (Chapel Hill); M.A., Ph.D., University of Michigan; Irvin L. & Fern D. Young Presidential Professor of Politics; Emeritus

George L. Speros (1963-2009)

B.S., Edinboro State College; M.A., Middlebury College; Ph.D., University of Madrid; Associate Provost and Associate Dean of the Faculty; Director of International Studies; Associate Professor of Spanish, Emeritus

Ghada Hashem Talhami (1983-2008)

B.A., Western College for Women; M.S., University of Wisconsin (Milwaukee); Ph.D., University of Illinois (Chicago); D.K. Pearsons Professor of Politics, Emerita

M. Lee Thompson (1962-1997)

B.A., Concordia College; Ph.D., Indiana University; Professor of Chemistry, Emeritus

Robert James Troyer (1968-1992; 1993-1994)

B.S., Ball State University; M.A., Ph.D., Indiana University; Professor of Mathematics, Emeritus

Kenneth L. Weik (1967-2001)

B.S., Northern Illinois University; M.S., Ph.D., Southern Illinois University; Associate Professor of Biology, Emeritus

Presidential Staff

Stephen D. Schutt

President

Jim Cubit

Director of Library and Information Technology

Christopher J. Ellertson

Vice President for Enrollment

Rob Flot

Dean of Students

Phillip Hood

Vice President of Development and Alumni Relations

Elizabeth Libby
Associate Vice President of Communications and Marketing

Michael T. Orr
Krebs Provost and Dean of the Faculty

Elizabeth A. Palm
Executive Assistant to the President

Ann Roberts
Associate Dean of the Faculty, Director of the Learning and Teaching Center; James D. Vail Professor of Art

Jacqueline A. Slaats
Director of Athletics; Senior Advisor to the President

Davis Schneiderman
Associate Dean of the Faculty, Director of the Center for Chicago Programs; Professor of English

Lori Sundberg
Vice President for Finance and Planning

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-current