



LAKE FOREST  
COLLEGE

# Lake Forest College Catalog

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

2014-2015

This pdf document represents an archived version of the 2014–15 online College Catalog. Information is accurate as of August 31, 2014. 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.

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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.

The campus coordinator for Title IX (prohibiting sex discrimination) is the Personnel Officer, to whom inquiries concerning Title IX may be referred. The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting discrimination based on disability) is Stephen D. Schutt, President.

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# Academic Calendar

The academic calendar of Lake Forest College is based on two 15-week semesters, 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.

Two summer sessions offer a number of courses, the great majority being taught by regular members of the College's faculty. The first session, three weeks in length, runs from mid-May to early June, in which a student may enroll in a single course. The seven-week session extends from mid-June to late July, during which a student may enroll in a maximum of two courses.

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#### FALL SEMESTER 2014

**AUG 22** New Student Move-In

**AUG 26** Returning Student Move-In

**AUG 28** First day of classes

**SEP 10** Last day for permissible change of registration, last day to register for Credit/D/Fail option

**SEP 25** Academic Early Alerts

**OCT 18** Mid-Semester Break until October 21

**OCT 19** Mid-Semester Break until October 21

#### SPRING SEMESTER 2015

**DEC 19** Winter Break until January 11

**JAN 10** Winter Break until January 11

**JAN 11** All Residence Halls Open Following Winter Break

**JAN 11** Winter Break

**JAN 13** First day of classes

**JAN 26** Last day for permissible change of registration, last day to register for Credit/D/Fail option

**FEB 10** Academic Early



<b>OCT</b> <b>20</b> Mid-Semester Break until October 21	<b>Alerts</b>
<b>OCT</b> <b>21</b> Mid-Semester Break	<b>MAR</b> <b>7</b> Mid-Semester Break until March 15
<b>OCT</b> <b>31</b> Last day for approved withdrawal from a course with an automatic "W"	<b>MAR</b> <b>8</b> Mid-Semester Break until March 15
	<b>MAR</b> <b>9</b> Mid-Semester Break until March 15
<b>NOV</b> <b>26</b> Thanksgiving Break until November 30	<b>MAR</b> <b>10</b> Mid-Semester Break until March 15
<b>NOV</b> <b>27</b> Thanksgiving Break until November 30	<b>MAR</b> <b>11</b> Mid-Semester Break until March 15
<b>NOV</b> <b>28</b> Thanksgiving Break until November 30	<b>MAR</b> <b>12</b> Mid-Semester Break until March 15
<b>NOV</b> <b>29</b> Thanksgiving Break until November 30	<b>MAR</b> <b>13</b> Mid-Semester Break until March 15
<b>NOV</b> <b>30</b> Thanksgiving Break	<b>MAR</b> <b>14</b> Mid-Semester Break until March 15
<b>DEC</b> <b>10</b> Last day of classes	<b>MAR</b> <b>15</b> Mid-Semester Break
<b>DEC</b> <b>11</b> Reading Day	<b>MAR</b> <b>23</b> Last day for approved withdrawal from a course with an automatic "W"
<b>DEC</b> <b>12</b> Finals	
<b>DEC</b> <b>13</b> Reading Days until December 14	<b>APR</b> <b>7</b> Student Symposium
<b>DEC</b> <b>14</b> Reading Days	<b>APR</b> <b>28</b> Last day of classes
<b>DEC</b> <b>15</b> Finals until December 18	<b>APR</b> <b>29</b> Reading Days until April 30
<b>DEC</b> <b>16</b> Finals until December 18	<b>APR</b> <b>30</b> Reading Days
<b>DEC</b> <b>17</b> Finals until December 18	<b>MAY</b> <b>1</b> Finals
<b>DEC</b> <b>18</b> Finals	<b>MAY</b> <b>2</b> Finals
<b>DEC</b> <b>19</b> All Residence Halls Close for Winter Break at Noon	<b>MAY</b> <b>3</b> Reading Day
	<b>MAY</b> <b>4</b> Finals until May 6
<b>DEC</b> <b>19</b> Winter Break until January 11	<b>MAY</b> <b>5</b> Finals until May 6

DEC  
**20** Winter Break  
until January 11

[RSS](#)  
[Download iCal Events >](#)

MAY  
**6** Finals

MAY  
**7** Residence Halls  
Close for First,  
Second, and Third  
Year Students at  
Noon

MAY  
**9** Commencement

MAY  
**11** Residence Halls  
Close for  
Graduating  
Students at Noon

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## Admission

Lake Forest has two online applications:

- [The Lake Forest Application](#)
- [The Common Application](#)

Both applications are free, and we do not have a preference for one or the other.

### Basic Requirements

Our admissions office reviews files in a holistic manner and will carefully read every part of your application. **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)

### 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.

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[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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## First-Year

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.

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## **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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## International

We value the backgrounds and distinct perspectives that all of our students bring to the Lake Forest community. Our international students are a vital part of what makes Lake Forest unique and special. International students represent more than 70 countries and 14 percent of our student body.

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.

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**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

Whether you are hoping to join the College after one semester or after receiving your associate's degree, we offer the flexibility you need to enroll in either the fall or spring semester.

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. 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.

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### **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.

### **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.

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# AP & IB Credits

## AP & IB CREDITS

### Advanced Placement

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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

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[International Baccalaureate Credit Table](#) (pdf)

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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.

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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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# Privacy

## 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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# Tuition and Financial Policies

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## Full-Time Student

Tuition and Fees 2014 - 2015	Semester	Full Year
Tuition	\$20,224	\$40,448
Activity fee	\$145	\$290
Health Center fee	\$117	\$234
Recreation & fitness fee*	\$200	\$200
<b>Subtotal</b>	<b>\$20,686</b>	<b>\$41,172</b>
<b>On-Campus Resident Charges</b>		
Standard Room Rate	\$2,240	\$4,480
Board (all meal plans)	\$2,500	\$5,000
<b>Subtotal</b>	<b>\$4,740</b>	<b>\$9,480</b>
<b>Total Tuition and Charges</b>	<b>\$25,426</b>	<b>\$50,652</b>

*\*Recreation & Fitness Fee charged in the Fall to all Lake Forest College students, including students off campus who will be returning in the spring.*

## Differential Charges for Single Rooms and South Campus Duplexes

(South campus duplexes are for upperclassmen only.)

	Semester	Full Year
Halls: Cleveland-Young, Deerpath, Nollen (Double or Triple) Roberts, McClure, Gregory (enhanced Triple)	\$2,540	\$5,080
Halls: Roberts, McClure, Gregory (Stairwell Single), South Campus Apartments (Double)	\$2,695	\$5,390
Halls: Roberts, McClure, Gregory (Single) South Campus Apartment (Single)	\$2,745	\$5,490
McClure, Gregory, Roberts (Super Double)	\$2,845	\$5,690
Halls: Lois, Cleveland-Young, Deerpath, Harlan, Blackstone, Nollen (Single) Moore (Double)	\$2,950	\$5,900
Moore Hall Super Suite	\$3,050	\$6,100

### Other Tuition Charges

<b>Tuition per Course</b> <i>Exam credit included</i>	\$5,056
Auditor tuition per course	\$400
<b>Course Overload Tuition</b> <i>For more than 4 1/2 credits</i>	
Per half-course credit	\$2,528
Per quarter-course credit	\$1,244
<b>Community Education</b>	
Tuition per Course	\$5,056
<b>Degree Candidacy Pending Student (DCP)</b>	
Tuition per course	\$2,925
Billing deposit	\$200
<b>Dual High School Enrollment</b>	\$2,925
<b>Master of Arts in Teaching</b>	
Tuition per course	\$3,200
<b>Post Graduate Teaching Option</b>	
Tuition per course	\$3,200
<b>Masters of Liberal Studies</b>	
Tuition per course	\$2,480
Billing deposit	\$200

### Other Expenses

Student health insurance

*Mandatory unless waiver is completed and accepted by January 2nd  
(Spring Semester Students Only)*

Full year-12 month	\$1,280
Second semester only (Jan - Aug)	\$970
Orientation fee	\$200
Senior dues	\$100
Music Lessons (per hour)	\$55



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# Financial Policies

## FINANCIAL POLICIES

All tuition and fees are due 14 days before registration 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.

## 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](http://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.

## 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

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\$500 is forfeit.

### **Student Health Services 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 Fee**

The Recreation Fee is a mandatory nonrefundable fee of \$200 that is charged annually during fall semester to all Lake Forest College students, including students off campus who will be returning in the spring.

### **Activity Fee and Senior Class Dues**

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.

Additionally, the College collects a one-time nonrefundable senior dues assessment billed the semester prior to graduation. The dues are used by the Senior Steering Committee for graduation activities. Senior dues are \$100.

### **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.

### **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 course load for undergraduate, non- DCP students is four courses, but any combination of courses ranging from **3 to 4.5** credits is regarded as a full load and regular full-time tuition applies. There are no refunds for course load changes within this range of credits. 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.

### **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 \$500, 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.

### **Approved Program Leave Reimbursement (APL)**

Students enrolling in program leave courses at other institutions will be required to pay the full comprehensive Lake Forest College fee on the regular due date. The other institution may require payment as well. Upon acceptance of the credit by Lake Forest College, and presentation of a paid bill, the student's account will be reimbursed by the College for actual tuition charged by the other institution, not to exceed the comparable course cost at Lake Forest College.

### **Emergency Loans**

Emergency loans are approved by the Business 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 \$25. 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.

### **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 1% of the balance or \$10.00 maximum. Unpaid balances may be turned over to a collection agency and subject to collection costs of up to 30% as permitted by law.



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# Withdrawal

## WITHDRAWALS AND REFUNDS

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.

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First Semester	Second Semester	Refund
<i>On or before:</i>		
September 5, 2014	January 20, 2015	90%
September 12, 2014	January 27, 2015	80%
September 19, 2014	February 3, 2015	70%
September 26, 2014	February 10, 2015	60%
October 3, 2014	February 17, 2015	50%
October 10, 2014	February 24, 2015	40%
<i>After:</i>		
October 10, 2014	March 3, 2015	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 AND REFUNDS

The second type of refund occurs when 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, September 10 for the Fall semester. Contact the Business Office if you need to expedite this process.

**Note 1:** 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.

**Note 2 (for students on off-campus programs):** Refunds for students on off-campus programs can be directly deposited into a bank account if the student makes arrangements with the Financial Aid Office or the Business Office.

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# Summer Programs

## REGISTRATION DEPOSIT

A \$100 [non-refundable deposit](#) is required by May 6th for courses starting May 13th, and by May 27th for classes starting June 4th.

Lake Forest College reserves the right to cancel courses for which there is insufficient enrollment.

Deposits are refunded only if admission is denied or a class is closed or canceled. Remaining tuition balance is due May 13th for Summer Session I and June 4th for Summer Session II.

## HOUSING AND MEALS

Admission to summer school does not guarantee on-campus housing; a separate application for residence hall housing must be made to the Office of Residence Life. Contact ARAMARK at 847-735-5225 for information regarding summer meal plans.

Housing packages are available for \$250 for Summer Session I, \$500 for Summer Session II, and \$750 for both sessions.

Meal packages are available for a charge of \$312 for Summer Session I, \$613 for Summer Session II, and \$925 for both sessions.

Daily meal rates are \$6.50 for breakfast, \$9.56 for lunch and dinner.

Students are required to pay housing and meal packages before Summer Sessions begin.

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# Financial Assistance

## 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:

1. The web address is [www.fafsa.gov](http://www.fafsa.gov).
2. Our Federal School Code is **001706**.
3. The FAFSA is not required if you are applying *only* for scholarships.
4. Complete the application as early as possible (see our **priority deadlines** on the right), *even if you have not completed your tax return* and even if you have not yet been admitted. Applications will be accepted after the priority deadlines, but your aid may be affected.
5. See "[Our Recommendations](#)" for tips and other important details.
6. In addition to the **FAFSA**, new students seeking need-based aid are to complete the [Financial Aid Questionnaire](#) by January 31.

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. Learn more »](#)

"Free money" that does not have to be repaid.

[Loans. Learn more »](#)

Money borrowed by the student or parent, repaid over several years.

[Work-Study. Learn more »](#)

Money earned by working part-time during the year, usually on campus.

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## Grants

### 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.

### 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.**

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### **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.

### **TEACH Grant**

This federal grant provides up to \$4,000 per year to students who agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves students from low-income families. Current high-need fields include: Bilingual Education and English Language Acquisition, Foreign Language, Mathematics, Reading Specialist, Science, and Special Education. Other shortage areas may be identified at the time you begin teaching in that field. You must teach for at least four academic years within eight calendar years of completing the program of study. If you fail to complete this service obligation, all TEACH Grants you received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U.S. Department of Education.

### **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.

Our [Outside Scholarships](#) page includes several links.

*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

## 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

“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. For the 2013-2014 academic year, 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, and is awarded solely to international students who qualify and hold proper visa status.

### 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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# Scholarships

## 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. Students will be considered for a Presidential Scholarship and a Forester Scholarship.

### 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. Students will be considered and notified at the time of admission. Domestic and international first-year students as well as transfer students are eligible. No additional application is required.

### Forester Scholarship

Forester Scholarships range up to \$8,000 per year and recognize a dedication to academics, the arts, sciences, and community. Majoring in a particular area is not a requirement of any scholarship, though each scholarship has renewal requirements. Students will be considered for ONE Forester Scholarship at the time of admission. Domestic and international first-year students as well as transfer students are eligible.

*No application required, please designate your interest on the application for admission:*

- Buchanan Social Justice Scholarship
- Carnegie Literature Scholarship
- Carnegie Modern Languages Scholarship
- Carnegie Writing Scholarship
- Environmental Studies Scholarship
- Gates Leadership Scholarship
- Johnson Science Scholarship
- Patterson Academic Scholarship
- Young Computer Science Scholarship
- Young Math Scholarship

Requires additional application (on right)

- Durand Art Scholarship
- Forester Forever Alumni Scholarship
- Hixon Theater Scholarship
- Reid Music Scholarship

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**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. Eligibility is limited to students who are citizens or permanent residents of the U.S. In addition to the application for admission, an interview and financial need is considered. No additional application is required. To set-up a visit and interview, please contact Mitch Dunham at [dunham@lakeforest.edu](mailto:dunham@lakeforest.edu).

**Alumni City Scholarship**

Forester alumni in Boston, Denver, Detroit, Los Angeles, Minneapolis, Phoenix, San Francisco, and St. Louis support regional scholarships based in these eight cities. Alumni City Scholars are action-oriented students who have shown initiative, creativity, resourcefulness, and imagination in shaping their personal character and life goals. Students will be selected on the overall strength of their academic program and evidence of an entrepreneurial spirit.

**Transfers: Phi Theta Kappa Scholarship**

Transfer students who have, or will earn their associate of arts degree or 59 transferable credit hours and hold current membership in the Phi Theta Kappa (PTK) international honor society are guaranteed a \$15,000 Phi Theta Kappa Scholarship. No additional application is required.

**Transfers: 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. No additional application is required.

**International: 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. Students are required to submit the CSS Profile. No additional application is required.

*Filing the FAFSA allows us to consider students for need-based scholarships, 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

## 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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# Undergraduate Curriculum

## REQUIREMENTS FOR THE BACHELOR'S DEGREE

In order to receive the Bachelor of Arts degree, students are expected to complete 32 credits, fulfill the general education requirements, attain at least a 2.00 overall Lake Forest College [grade point average](#) (without rounding up), and complete the requirements of a major. Credit is earned, recorded, and tallied by courses rather than by semester hours. Normally, a student is expected to fulfill graduation requirements within four years. All students, including transfer students, must fulfill these requirements.

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

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## Academic Advising

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

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

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

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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, oral communication, and basic mathematics. 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.

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## 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.

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.

## 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, 220, 282 and 316 meet the requirement), Mathematics and Computer Science (Math 105 does not satisfy the requirement), Physics



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.



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## Programs

### 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](#) \*    [Education](#)    [Music](#)

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<a href="#">Area Studies *</a>	<a href="#">English</a>	<a href="#">Neuroscience *</a>
<a href="#">Art</a>	<a href="#">Environmental Studies</a>	<a href="#">Philosophy</a>
<a href="#">Asian Studies *</a>	*	<a href="#">Physics</a>
<a href="#">Biology</a>	<a href="#">Finance</a>	<a href="#">Politics</a>
<a href="#">Business</a>	<a href="#">French</a>	<a href="#">Psychology</a>
<a href="#">Chemistry</a>	<a href="#">History</a>	<a href="#">Religion</a>
<a href="#">Communication</a>	<a href="#">Independent Scholar *</a>	<a href="#">Sociology and</a>
<a href="#">Computer Science</a>	<a href="#">International Relations</a>	<a href="#">Anthropology</a>
<a href="#">Economics</a>	*	<a href="#">Spanish</a>
	<a href="#">Latin American Studies</a>	<a href="#">Theater</a>
	*	
	<a href="#">Mathematics</a>	

### 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 interdisciplinary programs (noted with an asterisk) and departments.

<a href="#">African American Studies *</a>	<a href="#">Entrepreneurship and Innovation *</a>	<a href="#">Medieval and Renaissance Studies *</a>
<a href="#">American Studies *</a>	<a href="#">Environmental Studies *</a>	<a href="#">Music</a>
<a href="#">Area Studies *</a>	*	<a href="#">Neuroscience *</a>
<a href="#">Art</a>	<a href="#">Finance</a>	<a href="#">Philosophy</a>
<a href="#">Asian Studies *</a>	<a href="#">French</a>	<a href="#">Physics</a>
<a href="#">Biology</a>	<a href="#">Gender, Sexuality, and Women's Studies *</a>	<a href="#">Politics</a>
<a href="#">Business</a>	<a href="#">German</a>	<a href="#">Print and Digital Publishing *</a>
<a href="#">Chemistry</a>	<a href="#">History</a>	<a href="#">Psychology</a>
<a href="#">Cinema Studies *</a>	<a href="#">International Relations</a>	<a href="#">Religion</a>
<a href="#">Classical Studies *</a>	*	<a href="#">Social Justice *</a>
<a href="#">Communication</a>	<a href="#">Islamic World Studies *</a>	<a href="#">Sociology and</a>
<a href="#">Computer Science</a>	<a href="#">Latin American Studies</a>	<a href="#">Anthropology</a>
<a href="#">Digital Media Design *</a>	*	<a href="#">Spanish</a>
<a href="#">Economics</a>	<a href="#">Legal Studies *</a>	<a href="#">Theater</a>
<a href="#">Educational Studies *</a>	<a href="#">Mathematics</a>	<a href="#">Urban Studies *</a>
<a href="#">English</a>		

### 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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# Special Course Work

## Independent Study

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

A total of seven independent study credits, including internships, may count toward graduation. Students are expected to arrange each independent study program before the end of the previous semester. A written proposal signed by the relevant faculty member must be submitted to the Dean of the Faculty for review. Proposal forms and detailed information may be obtained from the Registrar's Office. 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.

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### **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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## Accelerated Programs

DUAL-DEGREE PROGRAM IN ENGINEERING AT WASHINGTON UNIVERSITY

### 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.

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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.

#### ACCELERATED ADMISSION AT MONTEREY INSTITUTE OF INTERNATIONAL STUDIES

**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

#### **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

#### **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

#### **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

#### **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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# Dual Degree Programs and Affiliations in Pharmacy and Nursing

Lake Forest College places many students in neighboring health professional schools, such as Northwestern University, Rosalind Franklin University of Medicine and Science, Rush University, Loyola University, and University of Chicago. In addition, we have several affiliations that will help certain students for specific health professional careers.

## Doctor of Pharmacy (PharmD)

### College of Pharmacy 3-4 Dual Program at Rosalind Franklin University of Medicine and Science (RFUMS)

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

Contact HPAC chair for details [hpacchair@lakeforest.edu](mailto:hpacchair@lakeforest.edu).

## Master's in Nursing

Lake Forest College has affiliations (preferred admissions) with two of the best nursing schools in the United States: [DePaul University](#) and [Rush University](#). Students complete four years at Lake Forest College and then begin a master's program at either DePaul University School of Nursing or Rush University College of Nursing. Such master's degrees lead to highly-esteemed advanced nursing or nurse practitioner careers!

Contact HPAC chair for details [hpacchair@lakeforest.edu](mailto:hpacchair@lakeforest.edu).

VIEW ALL ►  
MAJORS & MINORS



Jill Pfund '10

Physical Therapy school at Northwestern University

*"When I started looking into Lake Forest College I found they have a very good biology department specifically for students looking to go into health care. Not only were my classes at Lake Forest challenging, but I gained valuable experience outside of the classroom and connected with some really fantastic people that helped me get into school. I worked with the head athletic trainer who set me up to watch a few surgeries by a local orthopaedic doctor, and he put me in touch with a PT clinic where I worked for two years. I was very prepared for PT school after attending Lake Forest College and thank a lot of my professors for pushing my limits, as well as the head athletic trainer for setting me up with great opportunities. Lake Forest is a great place to be."*

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## Accelerated Programs

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## Three-Year Program in Communication

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

To complete the major in three years, students must fulfill the regular graduation requirements—completing 32 credits, and completing all General Educational Curriculum requirements—and the requirements for the Communication major. What follows is a suggested plan for study that applies to those students who matriculate with 2 Lake Forest College equivalent credits.

### BEFORE MATRICULATION

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

### FIRST YEAR

#### Nine Courses, including:

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

Appropriate courses may count toward General Education Curriculum (GEC)

Honors Fellows will be able to take their ninth credit in their spring semester for no additional fee; others pursuing this option will normally be required to pay a course overload fee.

### FIRST SUMMER

#### Two Courses:

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

### SECOND YEAR

#### Nine Courses, including:

- One 200-level course from rhetoric or media studies
- Communication 301: Communication Research Methods
- One more 300-level Communication course that counts toward the Communication major

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

### SECOND SUMMER

- Communication 390: Internship (for 2 course credits)

[VIEW ALL](#) ▶  
[MAJORS & MINORS](#)



THIRD YEAR

**Nine Courses, including:**

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

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

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

With the exception of internships, courses taken Credit-D-Fail may not count toward the major. The minimum grade for each class to count toward the major is "C".

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# Student Research

## 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% of applicants to the College are offered the opportunity to apply for the Honors Fellows Program.*

Fewer than 10% 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 receive special invitations to College lectures and guest presentations, including exclusive engagements with speakers.
- 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](#).
- Honors Fellows may be given a special opportunity to enroll in the College's sophomore and junior honors seminars (in years when these are offered).
- Honors Fellows must maintain a 3.3 GPA at the end of each academic year to remain in the program.
- 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.

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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 2014. 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 for submitting applications for this highly selective program is **January 31, 2014**.

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

1. [2014 Richter Program Faculty Mentor Proposals](#) (*which lists and describes faculty projects for both research options*)
2. [2014 Richter Scholar Application Form](#) (*which students must complete electronically and submit it by email as instructed within the form*)

The Honors Fellows/Richter Scholars committee will hold an information session from 4:00-5:00 p.m. on January 21, 2014 at the Center of Chicago Programs. All applicants are encouraged to participate in this session to have questions answered.

Please contact [Dr. 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 three-week research project, beginning immediately after LFC commencement and coinciding with Summer Session I (May 13-June 3).

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 Summer Session I (which translates to full days of research throughout the three 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 ten-week research project where the research project start date must begin between May 13 and May 27. This date must be agreed upon by the faculty mentor and by the Faculty summer coordinators of the Richter Program (Dr. Siobhan Moroney, [moroney@lfc.edu](mailto:moroney@lfc.edu), and Dr. Don Meyer, [meyer@lfc.edu](mailto:meyer@lfc.edu)).

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 \$2000 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

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- 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](mailto: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 government officials and policymakers in Washington, DC, doing hands-on research on dengue fever in Costa Rica – or you 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 Washington, DC. 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. These programs may be sponsored by Lake Forest College, by the ACM (Associated Colleges of the Midwest), or by another approved program provider. 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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## Lake Forest Programs

### LAKE FOREST OFF-CAMPUS PROGRAMS

#### [BEIJING SEMESTER PROGRAM](#)

The Beijing Semester Program offers intensive Chinese language study, elective courses taught in English, an optional internship, and academic excursions in China. This program is suitable for students in several disciplines and is offered during both the fall and spring semesters.

#### [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.

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## ACM Programs

As a member of the [Associated Colleges of the Midwest](#) (ACM), a consortium of 14 colleges in five states, Lake Forest College is able to greatly expand the domestic and study-abroad opportunities available to our students. Lake Forest College credit is awarded for all ACM Programs.

### Abroad

#### Africa

[Botswana: Development in Southern Africa](#) (spring)

Campus Advisor: Jim Marquardt

[Tanzania: Ecology & Human Origins](#) (fall)

Campus Advisor: Anne Houde

#### Costa Rica

[Language, Society, & the Environment](#) (fall)

Campus Advisor: Dan Hanna

[Field Research in the Environment, Social Sciences, & Humanities](#) (spring)

Campus Advisor: Lynn Westley

#### England and Italy

[Florence: Arts, Humanities & Culture](#) (fall)

Campus Advisor: Ann Roberts

[London/Florence: Arts in Context](#) (spring)

Campus Advisor: Richard Pettengill

#### India

[India: Culture, Traditions & Globalization](#) (fall)

Campus Advisor: Cathy Benton

#### Japan

[Japan Study at Waseda University](#) in Tokyo (spring or full year)

Campus Advisor: Shiwei Chen

#### Jordan

[Middle East & Arabic Language Studies](#) (fall)

Campus Advisor: Fatima Rahman

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## Domestic

### Chicago

[Chicago Program: Arts](#)

Campus Advisor: Emilie Sweet

[Chicago Program: Business, Entrepreneurship & Society](#) (fall and spring)

Campus Advisor: Les Dlabay

[Chicago Program: Urban Studies](#) (fall and spring)

Campus Advisor: Davis Schneiderman

[Urban Education: Student Teaching in Chicago](#) (fall and spring)

Campus Advisor: Shelley Sherman

[Newberry Library Seminar: Research in the Humanities](#) (fall)

Campus Advisor: David George

### Oak Ridge, Tennessee

[Oak Ridge Science Semester](#) (fall)

Campus Advisor: Lynn Westley

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## Other Programs

### OTHER APPROVED OFF-CAMPUS PROGRAMS

The following organizations have been approved by the College as program providers for transfer credit. **Programs for which a transcript is issued by an accredited American college or university are also approved.**

Successful completion of programs from those organizations will earn transfer credit (not included in the GPA). Programs not on this list must be approved by the Academic Appeals Board in order to earn transfer credit.

- [AIFS \(American Institute for Foreign Study\)](#)
- [API \(Academic Programs International\)](#)
- [Arcadia University](#)
- [Budapest Semesters in Math](#)
- [CCIS \(College Consortium for International Studies\)](#)
- [CEA \(Global Education\)](#)
- [CIEE \(Council on International Educational Exchange\)](#)
- [CIS \(Center for International Studies\)](#)
- [GESI \(Global Engagement Studies Institute at Northwestern University\)](#)
- [IAU \(Institute for American Universities\)](#)
- [IES \(The Institute for the International Education of Students\)](#)
- [IFSA-Butler \(Institute for Study Abroad at Butler University\)](#)
- [ISA \(International Studies Abroad\)](#)
- [John Felice Rome Center at Loyola University of Chicago](#)
- [Junior Year in Munich](#)
- [OSAP \(Oxford Study Abroad Programme\)](#)
- [Semester at Sea \(University of Virginia\)](#)
- [SFS \(The School for Field Studies\)](#)
- [SIT \(Study Abroad\)](#)
- [Spanish Studies Abroad](#)
- [Syracuse University](#)
- [University of Minnesota Learning Abroad Center](#)
- [Washington Semester \(through American University\)](#)

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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

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.

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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.

Lake Forest College credit is earned on Lake Forest College programs and ACM (Associated Colleges of the Midwest) programs. Such credit is included in the student's GPA.

Transfer credit is earned for all other approved programs and may be counted toward graduation. The courses taken and the grades earned will appear on the transcript, but they will not be included in the student's GPA.

- 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.
- Only grades of "C-" or higher may be transferred.
- 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.
- 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

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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.

**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

### OFF-CAMPUS STUDY COSTS AND FINANCIAL AID

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 and ACM programs will pay regular Lake Forest tuition plus other program costs and personal expenses. Tuition and fees for non-Lake Forest programs vary.

Students who will be off-campus for only one semester still must pay the Recreation Center fee (assessed yearly). Students who will be gone for an entire academic year will not be billed that fee.

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 non-Lake Forest/ACM programs.

### Financial Aid

Students may carry financial aid to a TOTAL of two programs. Such aid is guaranteed ONLY for Lake Forest and ACM programs. Portability of eligible aid to a third-party provider—whether for a first or second semester off-campus program—is not guaranteed.

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## Academic Policies

### COURSE CREDITS AND COURSE LOADS

Credit is earned, recorded, and tallied by courses rather than by semester hours. For conversion purposes, a course is valued at four semester hours. A normal course load for a degree-seeking student is four course credits per semester, but a student may choose to take any load between three and four and one-half course 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 performance ensembles may be added to the normal course load with the permission of the Music Department.

Consult with the Registrar for complete information regarding credit for these courses. [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 Expenses" 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 credits](#) are classified as first-year students. Those with at least seven credits are classified as sophomores, those with at least 15 credits as juniors, and those with at least 24 credits as seniors. Normally, a student is expected to fulfill graduation requirements within four years.

### Course Changes

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.

Since the normal 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 three 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

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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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# Graduation and Commencement

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 September 1.

Students who anticipate completing their degree requirements by September 1 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 September 1 (as confirmed by the Registrar). A student whose degree is provisionally approved in May but who fails to complete remaining degree requirements by September 1 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 both Lake Forest College and transfer courses, that also equals or exceeds the above minimum for the given category.

In making GPA calculations for general honors, ACM program grades are counted as Lake Forest College credit. Washington Semester grades and grades in off-campus study under a consortium agreement count as

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transfer credit. 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 end of the first two weeks of the semester. Prior approval of the student's advisor is required.

## 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 in [Associated Colleges of the Midwest \(ACM\) programs](#) but does not include Washington Semester grades or grades earned while a student has [studied off-campus under a consortium agreement](#) or in coursework earned from other institutions.

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## 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 to the Registrar's Office by the first day of the fifth week of both Fall and Spring semesters. Copies of Academic Early Alerts will then be sent simultaneously to students and their advisors.

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.

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# 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. All students on academic probation will receive warning grades in courses where work is currently failing, marginal, or incomplete. 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.

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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 Registrar, the Dean of Students, or the chairperson of the Board.

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.

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### More information

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

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# Graduate Programs

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### ADMISSION CONTACTS

#### Master of Liberal Studies Program

**Carol Gayle**  
*Associate Director*  
Master of Liberal Studies  
[gayle@lakeforest.edu](mailto:gayle@lakeforest.edu)  
847-735-5083

#### Master of Arts in Teaching Program

**Kris Sundberg**  
*MAT Admissions Counselor*  
Office of Admissions  
847-735-5006  
[ksundberg@lakeforest.edu](mailto:ksundberg@lakeforest.edu)

**Rachel Ragland, Ed.D**  
*MAT Coordinator*  
*Associate Professor*  
Department of Education  
847-735-5198  
[ragland@lakeforest.edu](mailto: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.

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ADMISSION CONTACTS

### Master of Liberal Studies Program

**Carol Gayle**

*Associate Director*

Master of Liberal Studies

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

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# Admission & Tuition

## Master of Liberal Studies

To be admitted to the 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 2014-2015:	\$2,480
Tuition per Course for Teachers:	\$1,880

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### Master of Liberal Studies Program

**Carol Gayle**

*Associate Director*

Master of Liberal Studies

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

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# Withdrawal & Refund

## Master of Liberal Studies

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. (See Undergraduate Tuition and Expenses.) 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 Expenses apply to the Graduate Program in Liberal Studies.

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### Master of Liberal Studies Program

**Carol Gayle***Associate Director*

Master of Liberal Studies

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

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# Requirements

## Master of Liberal Studies

The 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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### Master of Liberal Studies Program

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## Courses

### Master of Liberal Studies

#### 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 p.m. to 10:00 p.m. Below are course descriptions for the seminars currently in the MLS curriculum.



#### 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.

#### 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.

#### 516 The Idea of Law

The idea of "law" can mean different things in different contexts and applications. This seminar considers such questions as whether the concept of law is used the same way in the natural and social sciences. How does "natural" law differ from "positive" law? While literature does enlarge our understanding of law in these several senses, how do letters, as well as the other arts, themselves reflect their own "rules"? And do new theories of literary criticism along with chaos theory challenge older assumptions of order and meaning?

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#### Master of Liberal Studies Program

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### 518 Modernism

This seminar explores the origins and development of the cultural movement that helped define Europe and America in the 20<sup>th</sup> 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.

### 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”?



### 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.



### 524 Ways of Knowing

We know many different things but we also know in many different ways. The poet and the biologist know nature in distinctive manners. What is the basis for scientific knowledge? How can we know the past? What kinds of knowledge are the province of literature and the arts? The seminar will explore several of the ways in which we know, concentrating on the scientific, the historical, and the literary.

### 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.





### 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.

### 530 War and Peace: Conflict and Human Nature

The seminar will provide insights into our complex attitudes toward war and peace as we consider such topics as heroic warfare in the Classical Age; patriotism and the warrior king; World War I in literature, history, and film; gender and war; genocide; the "banality of evil"; the contemporary "humor of despair"; and theories of conflict resolution.



### 532 Sex and Gender in Nature and Society

An interdisciplinary exploration of sex and gender, with emphasis on the perspectives of biology, history, literature, and the other arts. 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 literature and art illuminate aspects of gender?



### 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.



#### **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.



#### **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.



#### **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.

#### **544 Building Chicago**

Chicago's story can be traced by examining the unique relationship between its people and the city they built. In 1820, the site contained a fort, a few dwellings, a handful of people, and limited prospects. By 1900, Chicago was the home of the skyscraper and headquarters for many of the nation's largest businesses, with a population close to 2 million at the vital center of the continent. Today the metropolitan area covers nearly 10,000 square miles, with a population close to 8 million and commercial interests that reach around the globe. By "reconstructing" Chicago and examining its unique architectural achievements, how the city expanded, and why it looks the way it does, the texture of the city's history and culture is revealed.





#### **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 religious experience? How does it interact with other facets of our psychological, sociological, economic, and cultural life? What was its role in traditional societies? What is its future? We shall look at religion from the perspectives of theologians, philosophers, psychologists, and social scientists.



#### **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.



#### **550 Latin America: Political Economy and Culture**

An interdisciplinary study of the historical development of Latin American societies, highlighting the artistic achievements of Latin American writers and film directors and focusing on the links between political and economic change on the one hand and artistic production on the other. Literary texts and films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality, but transfigures it.

#### **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.

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## Master of Arts in Teaching Program

**Kris Sundberg***MAT Admissions Counselor*

Office of Admissions

847-735-5006

[ksundberg@lakeforest.edu](mailto:ksundberg@lakeforest.edu)**Rachel Ragland, Ed.D***MAT Coordinator**Associate Professor*

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# Admission & Tuition

## Master of Arts of Teaching

Requirements for entry into the MAT Program differ depending on whether you already have a bachelor's degree or if you are a current or recently transferred student at Lake Forest College.

### Admission requirements for individuals with a bachelor's degree

[Click here for the application.](#)

#### Step One

With the application, you will need to submit the following:

- MAT application fee (\$50) (for review of transcript and additional materials)
- Official college transcript that shows Bachelors' degree from accredited institution\*
- Official college transcripts from each institution attended
- Documentation of passing grade on ISBE Basic Skills Test or scheduled test date
- Documentation of passing score in ISBE Content Area Test or scheduled test date
- Documentation of GRE General Test scores or scheduled test date
- Recommendation from employer and/ or professor at prior institution (in desired certification area for secondary education candidates or content area major for elementary education candidate) for academic and character reference
- 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 B.A. 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 Andrea Muench, Education Department Assistant at 847-735-5169 or muench@lakeforest.edu to arrange an appointment.

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ADMISSION CONTACTS

### Master of Arts in Teaching Program

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**Rachel Ragland, Ed.D**

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*Associate Professor*

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**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/certification area and possible additional course recommendations (one week before interview for review by faculty content expert).

**Step Five**

- 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 pre-professional dispositions, reflection, resourcefulness and potential for remaining characteristics to be demonstrated
  - relevant experiences with targeted age group
- 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 the Lake Forest College Office of Public Safety.

**Step Seven**

Admission or provisional admission and course registration

**Step Eight**

Continuing participation in the program is contingent upon successful completion of all testing, subsequent portfolio checkpoints, and course requirements.

**Admission requirements for current Lake Forest College students and transfer undergraduate students:**

- Recommendation from your major advisor
- Good standing at the College, compliance with ethics policy, verification by the Dean of Students
- Passing score in Illinois State Board of Education basic skills test
- 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
- Department interview
- On-site writing sample
- Passing of Illinois State Police background check
- B- or better in EDUC 210



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# Requirements

## Master of Arts of Teaching

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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### Master of Arts in Teaching Program

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# Courses

## Master of Arts of Teaching

### 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

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### Master of Arts in Teaching Program

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## Course Sequence for Those with a Bachelor's Degree

### Year One

Fall (foundational coursework)	Spring (MAT coursework)
<b>EDUC 210</b> Observing the Schooling Process	<b>EDUC 403:</b> Reading in the Elementary School or <b>EDUC 413:</b> Reading in the Content Areas
<b>EDUC 215</b> Instructional Communication: Theory and Practice	<b>EDUC 404:</b> Elementary Fieldwork and Seminar or <b>EDUC 415:</b> Middle School Fieldwork and Seminar
One course in certification area (secondary, K-12, or elementary content area requirements)*	<b>EDUC 414</b> Inclusive Learning Environments
<b>PSYC 210</b> Developmental Psychology	

### Summer Term I / May

**EDUC 501** Introduction To Teacher Research

### Year Two

Fall	Spring
<p><b>EDUC 516:</b> Curriculum and Instruction in the Elementary School: Content-Area Literacy and Social Studies</p> <p>or <b>EDUC 520:</b> Discipline-Specific Secondary Curriculum and Instructional Design</p> <p>or <b>EDUC 522:</b> : Discipline-Specific K-12 Curriculum and Instructional Design</p> <p>(with master's component)</p>	<p><b>EDUC 518:</b> Elementary Student Teaching and Seminar or <b>EDUC 521:</b> Secondary Student Teaching and Seminar (12 hrs)</p>
<p><b>EDUC 517:</b> Curriculum and Instruction in the Elementary Schools: Math and Science</p> <p>or <b>EDUC 519:</b> Secondary Curriculum and Instructional Design</p> <p>(with master's component)</p>	<p><b>EDUC 502</b> Teacher Action Research Project (1 hr)</p>
Phil./ Hist./Anthro EDUC.	
<b>EDUC 506:</b> Teaching Adolescent Students ( <i>middle school endorsement for elementary candidates only</i> )	

\*and/ or additional courses as required by transcript and portfolio evaluation by content-area specialist and education department



### 3-2 MAT Course Work Sequence (Current Lake Forest College Students)

#### Year One - Senior Year

Fall (foundational coursework)	Spring (MAT coursework)
<b>EDUC 210:</b> Observing the Schooling	<b>EDUC 403:</b> Reading in the Elementary School or <b>EDUC 413:</b> Reading in the Content Areas *
<b>EDUC 215:</b> Instructional Communication: Theory and Practice	<b>EDUC 404:</b> Elementary Fieldwork and Seminar or <b>EDUC 415:</b> Middle School Fieldwork and Seminar*
<b>PSYC 210:</b> Developmental (Prereq: PSYC 110)	<b>EDUC 414</b> Inclusive Learning Environments*
Other Major or Elective	Other Major or Elective

#### Summer Term I / May

**EDUC 501:** Introduction To Teacher Research

#### Year Two - MAT Year

Fall	Spring
<b>EDUC 516:</b> Curriculum and Instruction in the Elementary School: Content-Area Literacy and Social Studies or <b>EDUC 520:</b> Discipline-Specific Secondary Curriculum and Instructional Design or <b>EDUC 522:</b> Discipline-Specific K-12 Curriculum and Instructional Design (with master's component)	<b>EDUC 518:</b> Elementary Student Teaching and Seminar or <b>EDUC 521:</b> Secondary Student Teaching and Seminar (12 hrs)
<b>EDUC 517:</b> Curriculum and Instruction in the Elementary Schools: Math and Science or <b>EDUC 519:</b> Secondary Curriculum and Instructional Design (with master's component)	<b>EDUC 502</b> Teacher Action Research Project (1 hr)
Phil./ Hist./Anthro EDUC.	
<b>EDUC 506:</b> Teaching Adolescent Students ( <i>middle school endorsement for elementary candidates only</i> )	

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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## African American Studies

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### Contacting Faculty

African American Studies is an interdisciplinary program, and its faculty are located across campus.

You can find out how to contact faculty members by clicking on the faculty members' names and visiting their pages.

# African American Studies



Studying African American life locally is as important to Lake Forest College faculty and students as studying African American experiences nationally and internationally.

In addition to the traditional disciplines of literature, history, music, and politics, the African American Studies minor asks students to investigate African American experiences through the lenses of communications, economics, philosophy, and sociology/anthropology, to name a few. Students are encouraged to critically examine people, social movements, and cultural artifacts from the Harlem Renaissance to Hip Hop, from Phillis Wheatley to Barack Obama, from *Their Eyes Were Watching God* to *The Autobiography of Malcolm X*.

### DEPARTMENT NEWS



### Program News

Dr. Evans will teach new Spike Lee class this fall!

### Two students sign with independent music label

Kiarra Hodge '13, a major in communications and and African-American Studies minor, and Greg McDowell '14 have signed with an independent recording label, Unlimited Production Music, and are currently working on a project together. Their collaboration was recently featured in the *Lake County News-Sun*.

## VIEW ALL ► MAJORS & MINORS

WHAT OUR STUDENTS HAVE TO SAY:

"No matter what you're majoring you can better understand your field, and the world, by minoring African American Studies."

-Julia Mikula, sen

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## African American Studies

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## Faculty

### [Paul S. Orogun](#)

Associate Professor of Politics

**Areas of Study:** comparative politics, Africa

### [Judy Massey Dozier](#)

Associate Professor of English, Chair of African American Studies

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

### [Daw-Nay R. Evans Jr.](#)

Assistant Professor of Philosophy

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

[VIEW ALL](#) ▶  
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### Contacting Faculty

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## African American Studies

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### 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, GSW 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 250

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### **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 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



## African American Studies

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## 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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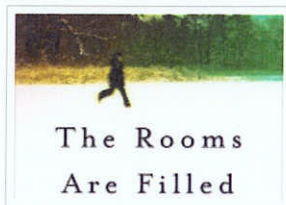
# American Studies

To better understand urban politics on public housing, students enrolled in [Politics 234](#) visited the former site of Chicago's [Robert Taylor Homes](#) on the city's South Side. Students were able to see first hand the scarcity of resources available to residents of this Chicago community and the new mixed-income developments being built where the projects once stood.

American Studies isn't simply coursework in American history or literature, it's an in-depth look at the American experience through the eyes of many people, past and present. Students examine the rich connections between art, economics, anthropology, and philosophy as they relate to the United States.

With Chicago just 30 miles south of Lake Forest, many students and faculty make use of its vast resources. Some take their exploration of race, gender, religion, politics, or the intersections of those fields, down Route 66, to their home states, and into off-campus study programs. What does it mean to be American? Start with a look around the College.

### DEPARTMENT NEWS



### Alumna publishes novel

Jessica Null Vealitzek, who graduated from the College with an American Studies major in 1998, is celebrating her debut novel, [The Rooms Are Filled](#) (She Writes Press, April 2014) with a launch party and reading on Wednesday, April 16 from 7-9 p.m. at Barnes & Noble in

Arlington Heights. The book tells the story of "two lost souls [who] come together by circumstance: nine-year-old Michael, a Minnesota farm boy transplanted to suburban Chicago after his father dies, and his proper, young-closeted-teacher, Julia Pamell, a woman trying to begin again after a failed attempt to live openly."

### American Studies faculty member published in Huffington Post

Lecturer in American Studies Elizabeth Marquardt co-authored a [Huffington Post](#) politics piece responding to President Obama's call in his State of the Union to eliminate marriage penalties for low-income Americans.

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## VIEW ALL ► MAJORS & MINORS

### UPCOMING EVENTS

OCT 30



Poetry in Performance: Gossamurmur, Gaza, Jaguar Harmonics

(Burroughs@100, 1)

It's a William S. Burroughs celebration! Join [Anne Waldman](#), co-founder with Allen Ginsberg of the celebrated [Jack Kerouac School of Disembodied Poetics at Naropa University](#), with collaborator Ambrose Bye, for a session of new experimental writing—political Buddhist, feminist—with a text inspired by Allen Ginsberg and William S. Burroughs's *The Yage Letters*.

OCT 30



The Tickets That Exploded: The Art of William S. Burroughs

(Burroughs@100, 2)

As part of the William S. Burroughs centennial celebration, Lake Forest College hosts a bold collection of Burroughs' art. The show closes November 5

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### Department Staff

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### Related in American Studies

- [ACM off-campus programs in the U.S.](#)
- [Urban Studies](#)

## Faculty

American Studies, the oldest interdisciplinary major in American higher education, brings together the history, literature, and political institutions of the United States and the allied fields of art, music, philosophy, religion, sociology, and economics.

### [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

### [Benjamin Goluboff](#)

Associate Professor and Chair of English, Chair of Print and Digital Media

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

### [Donald Meyer](#)

Professor of Music

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

### [Siobhan Moroney](#)

Associate Professor of Politics

**Areas of Study:** political theory, American politics

### [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.

### [Miguel de Baca](#)

Kenneth and Harle Montgomery Assistant Professor in the Humanities, Assistant Professor of Art, Chair of American Studies

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

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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.



## American Studies

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## Course Descriptions

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### 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.)

### 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 2015 Topic: The American West in Washington and Hollywood. In 1893, the great historian Frederick Jackson Turner put forward what has become a standard interpretation of the American spirit: 'American history has been in a large degree the history of the colonization of the Great West. ... [Its] continuous touch with the simplicity of primitive society, [is one of] the forces dominating American character. ... [The] frontier is ... the meeting point between savagery and civilization.' It is no coincidence that his seminal essay was delivered at a moment just after the US Census Bureau announced the official end of the frontier (1890), and just before the first motion pictures were produced (1895). Edwin S. Porter's *The Great Train Robbery*, generally taken to be the first film in the Western genre, was produced just ten years after Turner's essay, in 1903. In this course, we will investigate the images of the American West as they appear in American political rhetoric and Hollywood film, and the effect of these images on American life. (Elective for Cinema Studies).  
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) 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, ES 207

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

#### **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 Chesnut, 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

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#### **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: Global/Neighborhood City**

'Chicago: Global City/City of Neighborhoods' recognizes that Chicago is both 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 (given our joint expertise in Spanish and Latin American Studies), 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 prerequisite. Cross-listed in American Studies, Latin American Studies, Politics, Spanish, and serves as an elective for Urban Studies. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: POLS 239, LNAM 202, SPAN 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 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 Cold War. No prerequisites. Cross-listed as: RELG 234, HIST 234

### **AMER 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: 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

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### **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 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 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

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### **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

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### **AMER 275: Introduction to Film Studies**

Cinema technique, production, language, style, genres, movements, and criticism, through the analysis of particularly important and representative films and directors.  
Cross-listed 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 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 eras that may include: 1) Fairs: The Colombian Exposition of 1893 (U of C and Jackson Park) and the 1933 Century of Progress Exhibition (Notherly 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 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

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### **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 120 or 121 or permission of the instructor. (Meets GEC Cultural Diversity requirement.)

Cross-listed as: HIST 310

### **AMER 353: Bringing Chicago's Art to Life**

This course explores the connections between plastic, two- and three-dimensional art and time-based art such as music, dance, and theater. Using the collections of the Art Institute of Chicago and performances by the Chicago Symphony Orchestra, students will choose particular works of art and explore how they can inspire new works of theater art. These explorations can be in the genres of traditional theater, music, dance, or performance art, but they must be created and performed by the students. Additionally students will read, discuss and write about a variety of theoretical works on the nature and creation of art. Several small-scale projects and one longer performance project will be required.

Prerequisites: THTR 230, THTR 231. An additional course in performance or dramatic theory is strongly recommended.

Cross-listed as: THTR 353

### **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

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### **AMER 364: The Fourteenth Amendment**

(The Fourteenth Amendment: Civil Rights and Equality) Students in this course examine the rulings of the United States Supreme Court in order to learn how the Fourteenth Amendment guides the government's treatment of people based on race, creed, national origin, gender, economic status and sexual orientation. State action, strict scrutiny analysis, affirmative action and voting rights are also covered. Prerequisite: POLS 120 or consent of instructor. Not open to First-Year Students. (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**

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#### **AMER 480: Senior Seminar**

Spring 2015 Topic: The American West in Washington and Hollywood. In 1893, the great historian Frederick Jackson Turner put forward what has become a standard interpretation of the American spirit: 'American history has been in a large degree the history of the colonization of the Great West. ... [Its] continuous touch with the simplicity of primitive society, [is one of] the forces dominating American character. ... [The] frontier is ... the meeting point between savagery and civilization.' It is no coincidence that his seminal essay was delivered at a moment just after the US Census Bureau announced the official end of the frontier (1890), and just before the first motion pictures were produced (1895). Edwin S. Porter's *The Great Train Robbery*, generally taken to be the first film in the Western genre, was produced just ten years after Turner's essay, in 1903. In this course, we will investigate the images of the American West as they appear in American political rhetoric and Hollywood film, and the effect of these images on American life.  
Cross-listed as: AMER 200

#### **AMER 490: Internship**

#### **AMER 491: Tutorial**

#### **AMER 493: Research Project**

#### **AMER 494: Senior Thesis**

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## American Studies

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# 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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## Area Studies

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## Area Studies

The Area Studies major offers the opportunity for close study of a region or country outside the United States—for example, Africa, Central Europe, the Middle East, Russia and Ukraine, or other regions not formally covered in the curriculum.

The interdisciplinary approach allows students to achieve a rich understanding of a society by studying its history, politics, economy, and culture. Students are attracted to the major by intellectual curiosity about other nations and cultures and by careers in the foreign service, overseas business, international organizations, teaching, and governmental or paragonmental agencies concerned with ecology, health, population, or foreign trade.

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## Area Studies

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### Department Staff

**Harriet Doud**

*Department Supervisor*

847-735- 5121

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

## Faculty

The Area Studies major avails itself of specialists in history, politics, economics, literature, art, sociology and anthropology, and other relevant fields.

### [Paul S. Orogun](#)

Associate Professor of Politics

**Areas of Study:** comparative politics, Africa

### [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

### [Fatima Imam](#)

Assistant Professor of History

**Areas of Study:** South Asian history

### [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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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.

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## Requirements

### MAJOR AND MINOR IN AREA STUDIES

All concentrations within the Area Studies Major require a minimum of 11 course credits, and some concentrations require more credits. The Minor in Area Studies requires at least six credits.

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### Requirements for the Major:

Because of the wide range of possible concentrations within the major, each student works out an individual study plan in consultation with an Area Studies advisor. The study plan must include examination of the following aspects of the chosen area:

- history
- society and economy
- political life
- culture

Where instruction in the language appropriate to the area is offered on campus, proficiency in that language is required.

Each major is required either to write a senior thesis or to complete an approved program of study abroad in the region of specialization and write a senior studies paper.

Some Area Studies credits may be independent study (tutorials and research projects, including the senior thesis) or may be language courses at the intermediate level or above (beginning with third-semester college-level courses).

Study-abroad opportunities include Lake Forest College off-campus programs and programs of the Associated Colleges of the Midwest as well as other approved programs. Students are encouraged to consult with members of the Area Studies Committee regarding appropriate study plans, courses, and off-campus programs.

### Examples of possible Area Studies concentrations:

- **African Studies:** Combines courses in politics, economics, history, literature, sociology and anthropology, and religion.
- **European Studies:** Combines work in a language (e.g., French, German or Spanish) with courses in history, politics, literature, art, economics, and philosophy.
- **Middle Eastern Studies:** Combines courses in politics, economics, and religion with work in history and sociology and anthropology.
- **Russian and East European Studies:** Combines courses in history, politics, economics, religion, and literature

### Requirements for the Minor:

An Area Studies minor requires the same range of courses covering a country or region as for the major, minus the thesis and foreign language requirements.



A minor must include at least six courses on the chosen area of study that deal with

- history
- society and economy
- political life
- culture

These six courses, as in the case of the major, may be taken as tutorials or programs of study abroad, but at least one course must be at the 300 level or above. The courses are to be chosen in consultation with members of the Area Studies Committee.

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## Art & Art History

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# Department of Art and Art History



Studying art or art history at Lake Forest College will prepare you for a wide-range of tomorrow’s careers. Artists are creative by design, and whether you study art making, or the vital role of art in history, you are training yourself in unique ways of thinking, resourceful research methods, and critical writing skills.

At Lake Forest College you will create and analyze art through thoughtful study of history, aesthetics and other areas of the humanities along with your practice in technique and media. Creativity is an asset for job seekers. Creative thinking is one of the [top three](#) most important characteristics of top-qualified job candidates, according to a recent CareerBuilder.com survey. Those trained in art and art history have the ability to express distinctive perspectives and make creative decisions.

Today’s businesses are looking for job candidates that distinguish themselves to employers as “one-of-a-kind.” The best employees are flexible and resourceful. Art and art history majors are particularly in tune with the flow of ideas in contemporary culture. Along with critical observational skills and the ability to evaluate visual information, these capably trained young adults translate these trends for others using creative materials and methods. Now more than ever, art and art history majors are poised to step into many roles in the work world.

### UPCOMING EVENTS

**OCT 30** [Visiting Artist Lecture Series: Claudia Hart](#)

Claudia Hart is a Chicago-based artist working in experimental animation and augmented reality. Her new media artwork has been presented in numerous solo and group exhibitions around the U.S. and internationally.

[Show 1 more...](#) (5 total)

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### DEPARTMENT NEWS



**22nd Annual John and Katherine Covington Art Exhibition: Ivan Abreu**

The 22nd Annual John and Katherine Covington Art Exhibition features work by Ivan Abreu, who has exhibited nationally in Mexico as well as internationally. His work addresses issues of surveillance, drug policy, national politics, border security and cooperation along the U.S.-Mexico border. This exhibition runs from October 1 until October 26.

### Sonnenschein and Albright Galleries

Durand Art Institute,  
North Campus

MWF 2:00-5:00 p.m.  
Weekends 1:00-5:00 p.m.

### Deerpath Student Gallery

Deerpath Residence Hall,  
North Campus

M-TH 7:00-10:00 p.m.

Check out more events happening in [our galleries »](#)



### Ivan Abreu "Triangulation"

Using a broad range of media including drawing, photography, electronics, software development, sound experimentation and industrial design, Abreu explores the accuracy and capacity of science and technology in the context of art. His work produces unusual situations linked to physical, social and political phenomena, including-sound recordings of historic anthems, political speeches on ice, dead birds that continue to be suspended in air by magnetic levitation, and collaboration and balance dynamics at the border between Ciudad Juárez, Mexico and El Paso, Texas using an instrument or carpenter's level.



### Professor Franz Schulze's art exhibit: A Retrospective

Featuring paintings and sketches from legendary Professor Emeritus Franz Schulze.



### Professor Franz Schulze earns honorary degree

The Betty Jane Schultz Hollender Professor of Art Emeritus, a renowned art critic and architectural writer, received the honorary degree on May 12 from the School of the Art Institute of Chicago. Schulze earned his Bachelor and Master of Fine Arts from SAIC in 1949 and 1950.

[Show 2 more.. \(20 total\)](#)



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## Art & Art History

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### Department Staff

**Karla Finley**

*Department Assistant*

847-735-5181

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

**Amy Cuthbert**

*Slide Curator*

847-735-5195

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

**Rebecca Goldberg**

*Gallery Director*

847-735-5194

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

## Faculty

Art history is, at its core, a branch of history, yet it also shares many of the concerns of literary studies in that it often focuses on the self-consciously creative manipulation of themes, symbols, and narrative. At the same time, the physical, material qualities of studio creation bring it close to the procedures in the physical sciences, where knowledge is formed through experimentation with physical materials.

### [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

### [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

**Areas of Study:** design, sculpture, video and performance

### [Karen Lebergott](#)

Associate Professor of Art, Chair of Art and Art History

**Areas of Study:** painting, drawing, mixed media

### [Miguel de Baca](#)

Kenneth and Harle Montgomery Assistant Professor in the Humanities, Assistant Professor of Art, Chair of American Studies

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

### [Michael Orr](#)

Krebs Provost and Dean of the Faculty, Professor of Art

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

Suzanne Lussier

Lecturer in Art

**Areas of Study:**

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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.

**Helen Cooper**  
Lecturer in Art

Areas of Study:

**Emma Stein**  
Lecturer in Art

Areas of Study:

**Jason LaFountain**  
Lecturer in Art History

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

**Michelle Bolinger**  
Lecturer in Art

Areas of Study: drawing

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# Course Descriptions

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## Art Courses

### ART 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.

### 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 course focuses on the development of observational skill and on hand-eye coordination. Students learn the basics of value, line, and composition. The course stresses the development of a visual vocabulary and critical skills to express ideas in extended drawings. All drawing will be done through observation of the real three-dimensional world. Emphasis will be on developing a drawing. Students will participate in group critiques and will be exposed to ideas and techniques through slide lectures.

### ART 132: Creative Photography

An introductory course in the techniques and aesthetics of photography, dealing with the fundamentals of camera and darkroom procedures and study of the expressive possibilities of the medium. (Not open to students who have taken Art 232.)  
Cross-listed as: ART 332

### ART 133: Three-Dimensional 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 prerequisite.



### **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 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.)

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### **ART 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

### **ART 210: Ancient Art**

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

### **ART 211: Medieval Art**

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

### **ART 212: Italian Renaissance Art**

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

### **ART 215: European Art 1600-1750**

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

### **ART 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.

### **ART 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.

### **ART 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

### **ART 220: History of Architecture**

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

### **ART 221: Modern Architecture**

This class examines the history of architecture from the late nineteenth century to the late twentieth century. Students will be introduced to architectural terminology and techniques for analyzing architecture. They will also study the major trends in architectural design in the twentieth century, the issues faced by architects, and the social and functional problems that architecture is designed to solve.

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### **ART 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 Art 110: Introduction to Visual Arts will be helpful.

### **ART 223: Northern Renaissance Art**

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

### **ART 224: History of Prints**

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

### **ART 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.

### **ART 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

### **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.

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### **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 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 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: ARTH 322

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### **ART 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: WOMN 325

### **ART 326: Gender Identity in Modern Art**

From the Victorian Age to the current day, communities of artists and critics have defined themselves in opposition to the dominant norms of maleness and heterosexuality. This course examines two identities invented by the Victorians - 'feminist' and 'homosexual' - and traces their development in and influence on the visual arts. Prerequisite: one art history course. (Meets GEC Cultural Diversity Requirement.)

### **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.  
Cross-listed as: ART 132

### **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.

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#### **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: Museum/Gallery Practicum**

This course combines study of the history and theory of art exhibition with field trips to Chicago-area museums and galleries, and culminates with the practical experience of planning and installing an exhibition in the Sonnenschein Gallery.

#### **ART 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-requisites: At least one art history class or consent of instructor.

#### **ART 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.

#### **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 485: Sem:Means & Method of Art Hist**

(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.

### **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.

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### **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: European Art 1600-1750**

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

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#### **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 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: Islamic Art: Ottomans and Safavids**

Topics in Islamic Art: Art and Architecture of the Ottoman and Safavid Empires. This course is a survey of art and architecture originated from the two great Islamic regional empires: the Mediterranean-based Ottomans and the Safavids in Iran between the 14th and 19th centuries. On a comparative basis, we will look at the formation of royal capitals, the hallmarks of sacred and secular architecture, architectural decoration, sculpture, wall-paintings, ceramics, carpets, woodwork, textiles, and arts of the book created in each empire. We will devote special emphasis to the ways that independent, yet religiously connected cultural ideals and artistic expressions both changed and were changed by particular historical events, promotion of distinct political-ideological programs, dynamics of production, patronage, courtly encounters, and diplomatic and trade relationships within and outside of the Islamic world throughout this period. Finally, we will address the issue of what is Islamic about Islamic art and architectural types. No prerequisites. (Meets GEC Cultural Diversity Requirement.)  
Cross-listed as: ISLM 286

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### **ARTH 306: Buddhist Arts of Asia**

In the early centuries CE, Buddhism spread eastward from its origins in India to China, Korea, and Japan. It brought with it a rich religious tradition that altered forever the visual arts of these regions. Students in this course will explore the painting, sculpture, and monuments of the East Asian Buddhist world from ancient times to the twentieth century, paying particular attention to issues of patronage, ritual, iconography, symbolism, and style in order to better understand the complex relationships between religion and art. No 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 350: Museum/Gallery Practicum**

This course combines study of the history and theory of art exhibition with field trips to Chicago-area museums and galleries, and culminates with the practical experience of planning and installing an exhibition in the Sonnenschein Gallery. Prerequisite: ArH 110.

#### **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

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#### **ARTH 485: Sem: Means & Meth of Art Historians**

(Seminar: Means and Methods of Art Historians). In-depth consideration of special issues, fields, or topics with careful attention given to questions of methods of investigation and the reporting of research. An exploration of some of the principal methods used by art historians in their investigations of the visual arts including historiography, style and connoisseurship, iconography and iconology, social history, and other means of interpretation. Prerequisite: senior standing in the major or permission of the instructor.

#### **ARTH 490: Internship**

#### **ARTH 494: Senior Thesis**

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## 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:

- ArtH 110: Introduction to Visual Arts
- Art 130: Elements of Design
- Art 131: Drawing OR Art 133: Three-Dimensional 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: European Art 1600-1750

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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 20<sup>th</sup> or 21<sup>st</sup> century:

ArtH 218: Twentieth Century Art

ArtH 222: History of Photography

ArtH 355: The Art of the Sixties

ArtH 360: Contemporary Art

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: European Art 1600-1750

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 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 350: 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 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 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 20<sup>th</sup> 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: European Art 1600-1750

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 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 350: 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

- 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:  
Choose at least two from:

Art 133: Three-Dimensional 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 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

- Senior Seminar in Studio Art:

All Studio 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 Department offers a minor in two tracks. Both studio art and art history 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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# Requirements - Before Fall 2011

## MAJOR AND MINOR IN ART

Students studying in art may choose between a concentration in studio art or an art history concentration. Both concentrations in the Major in Art require at least nine credits, while both concentrations in the Minor in Art require at least six credits.

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### Requirements for the Major:

Regardless of track, all students majoring in Art must take Art 110 and Art 130 early in their time at Lake Forest:

Courses taken with the Credit-D-Fail option do not count toward the Art major.

### Art History Track

- Art 110
- Art 130
- Art 131
- At least 3 Art History courses at the 200-level
- At least 1 Art History course at the 300-level
- An Art History elective course
- Art 485 fulfills the Senior Studies requirement. Exceptional students may, in addition, undertake a senior thesis in Art History, Art 494, directed by a member of the faculty.

Credit toward the art history major requires a grade of C or better in art history courses.

Art history 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

- Art 110
- Art 130
- Art 131
- At least 3 additional studio art course, at least 1 at the 300 level
  - One studio art course must be hands-on study of a two-dimensional discipline. Students may choose from:
    - Art 230: Painting
    - Art 231: Figure Drawing
    - Art 331: Advanced Drawing
    - Art 335: Mixed Media
  - One studio art course must be hands-on study of a three-dimensional discipline. Students may choose from:
    - Art 233: Sculpture
    - Art 236: Ceramics
    - Art 333: Advanced Sculpture
- Art 218 or Art 360
- At least 1 additional art history course
- Art 480 or Art 481 fulfills the Senior Studies requirement. Exceptional students may, in addition, undertake a senior creative project or thesis project in art, Art 492, directed by a member of the faculty.

Credit toward the studio art major requires a grade of C or better in studio art courses.

**Requirements for the Minor:**

As with the major, the Art Department offers a minor in two tracks.

**Art History Track**

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

**Studio Art Track**

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

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## Asian Studies

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# Asian Studies



Lake Forest Students at China's famed Karst Mountains in Guilin.

### PHOTOS



### Asian Studies Photos

Check out photos of students having fun in our Asian Studies Program.

Asian Studies is an interdisciplinary program that offers students valuable insight into one of the most dynamic and important areas of the world.

The program offers a wide range of courses in the fields of history, philosophy, visual studies, politics, religion, anthropology, and foreign languages. Students who major or minor in Asian Studies will be able to focus on a specific geographic region, such as China, Japan, or India, or a particular topic, such as history or religion. As of 2012, students will also have the option to graduate with concentrations in either Chinese or Japanese languages. Asian Studies is an especially popular discipline for students considering careers in education, business, international relations, communications, or economics, or who wish to pursue graduate degrees in the humanities and social sciences.

Lake Forest College has a long tradition of off-campus study in Asia. The College runs a popular semester program at Peking University in Beijing, where students further their language instruction and learn first-hand about Chinese history and culture. In the last few years, several outstanding Lake Forest students have been awarded prestigious Chinese Government Scholarships to cover their expenses on this program. Students are also encouraged to take part in the study abroad programs to Japan and India that are offered through the Associated Colleges of the Midwest (ACM) consortium.



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### DEPARTMENT NEWS



### Portraits 4 People art exhibit covers Middle Campus

Huge portraits by artist, ML Frank, blanket Middle Campus as part of a program presented by the Islamic World Studies Program.





The city of Chicago becomes an extended classroom for many courses in Asian Studies. Students have analyzed Silk Road art objects in the collections at the Art Institute of Chicago, toured the Japanese garden and teahouse at the Chicago Botanical Gardens, researched the history of Chicago's Chinatown, and observed ritual practices at local Hindu and Buddhist temples. Students additionally have many opportunities to attend lectures and symposia offered through the [ASIANetwork](#), an organization designed to

promote Asian studies in Liberal Arts colleges.



### Portraits 4 People is art that sparks discussion

Imagine photographs of people in India. Are they destitute, beggars, emaciated children? Do you see exotic ritual or heartbreaking tragedy? These are the images that have been presented to Western audiences since the earliest Colonial explorers used the new medium of photography to document their finds.

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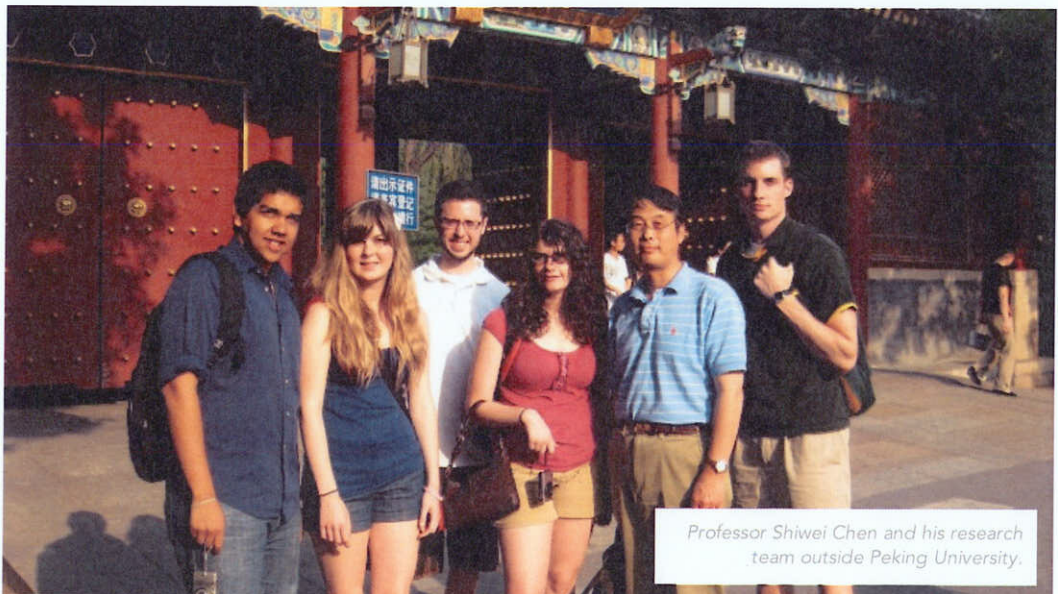
## Asian Studies

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## Faculty



Professor Shiwei Chen and his research team outside Peking University.

### Department Staff

**Harriet Doud**

Department Supervisor

847-735-5121

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

**Jenny Davy**

Department Assistant

847-735-5122

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

Asian Studies brings together specialists in history, philosophy, politics, religion, sociology, anthropology, and the languages of China and Japan.

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### [Shiwei Chen](#)

Professor of History

Areas of Study: East Asian history

### [Rui Zhu](#)

Associate Professor of Philosophy, Chair of Asian Studies

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

### [Fatima Imam](#)

Assistant Professor of History

Areas of Study: South Asian history

### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.

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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 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

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### **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 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

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### **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



### **ASIA 217: Religions of Asia**

(Meets GEC Cultural Diversity Requirement.)

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### **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 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

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### **ASIA 273: Global Engagement Contemp China I**

Focused on contemporary China, this course provides an introduction to Chinese culture, history, politics, and society. Using lecture, readings, discussions, and field trips, the class creates an opportunity for students to engage contemporary issues facing Chinese culture and society. (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. Pre-requisites: 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

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### **ASIA 286: Modern Japan**

From the founding of the last shogunate, the Tokugawa, in 1603 to its present status as an economic giant among the nations of the Pacific. Attention to the achievements as well as the undeniable sufferings and costs incurred during Japan's drive toward great power. (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: Business Chinese**

This course develops students' Chinese proficiency in a business environment. Students continue to develop an adequate set of language skills in a communicative 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, 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. (Meets GEC Cultural Diversity Requirement.)  
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.)

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### **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

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### **ASIA 489: Globalization and Its Impact**

Examines the impact of globalization on rich countries (the United States) and poor countries (Mexico, India, and China). An examination of free trade agreements will cast light on the political motives behind these agreements as well as the economic projections made. The economic impact of the creation of free trade zones is explored using both microeconomics and macroeconomics. Statistical evidence will document whether globalization has caused growth in GDP, employment, and income in poor countries. The responsibility of multinational companies in creating sweatshops, worker exploitation, and cultural disintegration are discussed in light of U.S. businesses located in Mexico, India, and China. (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.



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## Asian Studies

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### Related Links

- [Beijing Semester Program](#)

## 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 110, 112, 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

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# Department of Biology



Our students work closely with faculty in the lab.

Professor [Karen Kirk](#) and computer science major Sylwia Dakowicz '13 use computers to mine and analyze data of gene sequences for a [Richter Scholar](#) research project. Professor Kirk received a [National Science Foundation](#) grant to identify telomerase RNA in her study of aging, and several biology students will assist with parts of the research, likely leading to their senior theses.

Biology majors don't just learn facts about living things, they learn how to be scientists. This means they can often be found in the lab, actively engaged in research with faculty. Students have exciting opportunities for internships and research at world-class Chicago institutions like the Field Museum, Chicago Botanic Garden, Shedd Aquarium, and Rosalind Franklin University of Medical Sciences. Biology students are well-trained by hypothesis-driven coursework. While a major or minor in biology is great preparation for postgraduate training in academic research or the health professions, our students also become competitive graduates and professionals in industry and fields like environmental policy, education and museum administration.

### DEPARTMENT NEWS



### Alum named to Neurology editorial board

Michael White '07 was named to the editorial board of *Neurology*, the official journal of The American Academy of Neurology.

## VIEW ALL ► MAJORS & MINORS

### Biology grads have fulfilling careers, such as...

- Physician scientist in child neurology
- Soil conservationist
- Public health worker in cancer research
- Toxicologist for Environmental Protection Agency
- Nurse practitioner in women's health
- Forensic entomologist
- Physical therapist in sports medicine
- Ethnobotanist
- Veterinarian
- Biotechnologist at a pharmaceutical company

### UPCOMING EVENTS

**OCT 27** 4:15pm:  
Off-Campus Programs for Students in the Sciences

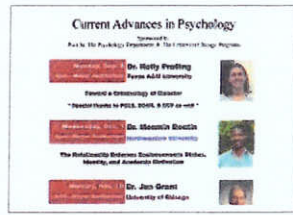
**NOV 10** 4:15pm:  
CAP Colloquia Series: Dr. Jon Grant

**NOV 11** 7:00pm - 9:00pm:  
Messengers of the Mind



## Guppy research featured in "New Scientist"

Research conducted by students Robin Graber '12, Madhavi Senagolage '12, and Elizabeth Ross '11, and overseen by Professor of Biology Anne Houde, was recently featured in the international science magazine, *New Scientist*.



## Announcing the 10th annual CAP Colloquia Series

Lake Forest College is proud to announce the line up for the 10th annual Current Advances in Psychology (CAP) Colloquia Series. In celebration of the interdisciplinary nature of

psychology, a trio of talks has been planned for this fall and another in the spring.

[Show 3 more... \(61 total\)](#)

NOV 13 5:30pm - 6:45pm:  
Undergraduate & Alumni  
Research Poster Session

NOV 13 6:45pm - 8:30pm:  
Faculty Talks

NOV 18 4:00pm - 5:00pm:  
Careers in Healthcare:  
Finding Your Way When You  
Have Dozens of Options

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### Department Staff

**Marion Hughes**
*Department Assistant*  
847-735-5090

[hughes@lakeforest.edu](mailto:hughes@lakeforest.edu)
**Elizabeth Herbert**
*Laboratory Supervisor*  
847-735-6045

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

### Related in Biology

- [Pre-Health Program](#)
- [Environmental Studies](#)
- [Neuroscience](#)
- [Eukaryon Journal](#)
- [Tri-Beta Honor Society](#)
- [UAN-ASBMB](#)
- [Synapse](#)

## Faculty

Given its research focus, the biology department at Lake Forest College takes seriously its responsibility to train students to effectively communicate the significance of their findings.

### [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, Chair of Neuroscience

**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:** physiological ecology of plants

### [Margaret Frank](#)

Senior Lecturer in Biology

**Areas of Study:** biostatistics, bioethics, medical reporting

### [Ann B. Maine](#)

Senior Lecturer in Biology

**VIEW ALL**   
**MAJORS & MINORS**

### Contacting Faculty

Biology offices are located in the Johnson Science Center, on the 2nd floor.

Individual email addresses and phone numbers can be found in each faculty member's profile.



**Areas of Study:** molecular genetics, cell biology

**Lynette Foss**  
**Lecturer in Biology**

**Areas of Study:**

**Lukasz Konopka**  
**Lecturer in Neuroscience**

**Areas of Study:**

**Jason Pitt**  
**Lecturer in Biology**

**Areas of Study:**

**Alexander Wilcox**  
**Lecturer in Biology**

**Areas of Study:**

**Andrew Bullen**  
**Lecturer in Biology**

**Areas of Study:** anatomy, physiology, neuroscience

**Evelyn Williams**  
**Lecturer in Biology**

**Areas of Study:** conservation genetics of rare plants

**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

## Biology

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# 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.

**VIEW ALL** ▶  
**MAJORS & MINORS**

### **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.

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### **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, electroreception, 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.

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### **BIOL 141: Biol 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 and CHEM 115.

### **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

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#### **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.)

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### **BIOL 372: Earth's Ancient Ecology**

The focus of this course will be utilizing modern ecological knowledge and techniques in combination with paleontological data in order to understand how ecology has changed through time. Content covered in class includes history of life, development of evolutionary trends and theory, relationship between geologic processes and life on Earth, and fossil preservation. Hypothesis and inference building and testing will also be strong components of this class. Three lecture and four laboratory hours per week (includes required field trips). Prerequisites: Biol 220, and either Biol 221 or Junior status. (Cross-listed as ES 372.)



### **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.  
Cross-listed as: NEUR 389

### **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 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

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### **BIOL 482: Sr Sem: Sex and Evolution**

(Senior Seminar: Sex and Evolution) An application of evolutionary principles to understanding phenomena related to sexual reproduction. This seminar will emphasize theory and empirical tests of theory reported in the primary literature in evolution, behavior, and genetics. Exact topics will depend on student interests. Classes will involve discussions, student presentations, and short lectures. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.  
Cross-listed 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 Bekeesy, 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: 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 CO<sub>2</sub> concentrations, rainfall patterns, storm frequency and sea level have the potential to alter geographic distributions of species, change the spread of infectious diseases, reset plant phenologies, drive evolutionary change and even modify plant and animal physiology and biochemistry. An in depth analysis of primary literature will be used to explore and analyze the myriad biological effects that may occur in response to global climate change. Prerequisite: Open to senior biology majors who have completed at least one 300-level Biology course or by permission of instructor.

#### **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 arterial 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.

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**BIOL 494: Senior Thesis**

Research guided by a departmental faculty member culminating in a senior thesis, fulfilling the College's Senior Studies Requirement. Consult any member of the department for further information.



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## 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

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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.

To graduate with a major in biology, a grade of C- or better is required for all courses counted toward the major. Additionally, students must earn at least a C average (2.0) in all courses counted towards the major.

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

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

To graduate with a minor in biology, a grade of C- or better is required for all courses counted toward the minor. Additionally, students must earn at least a C average (2.0) in all courses counted towards the minor.

#### 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



## Biology

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## Requirements before Fall 2014

### 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

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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

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



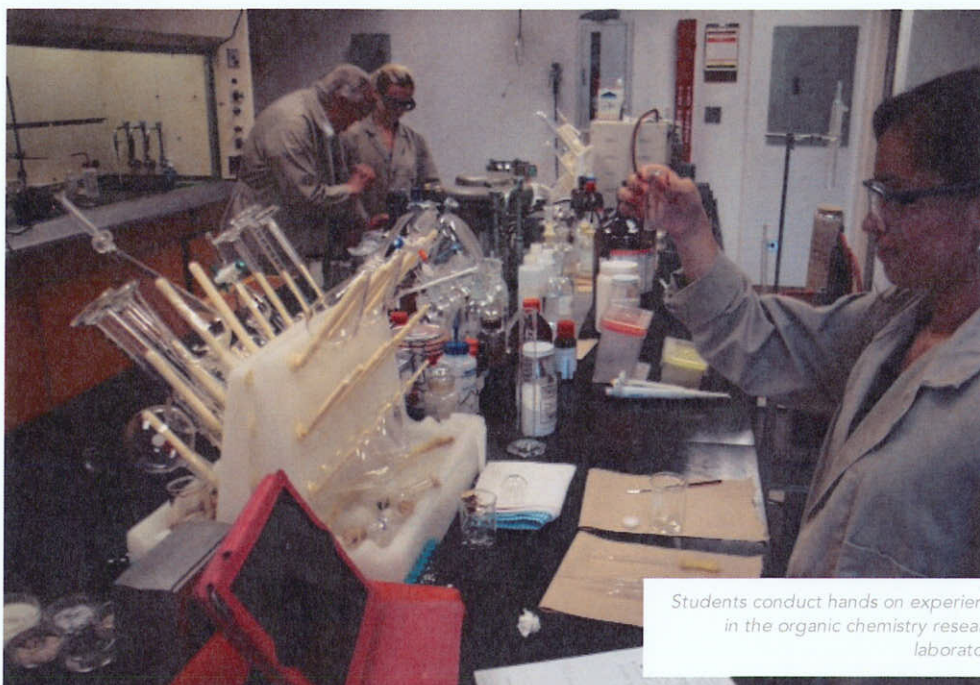
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## Chemistry

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Lake Forest has an award-winning chapter of the Student Affiliates of the American Chemical Society, better known as [SAACS](#).

## Department of Chemistry



Students conduct hands on experiential research in the organic chemistry research laboratory.

In their lab on campus, [Prof. Jason Cody](#) and his students created an ion for the very first time – an ion no one's created before or since. As a team, they continue to try to replicate this remarkable find.

Students who major or minor in chemistry work alongside faculty with [research-grade technology](#) to analyze and understand the world from atoms to industry. Chemistry students spend time in the lab and in the field, using such tools as a nuclear magnetic resonance spectrometer, an inert atmosphere glove box, and state of the art computational chemistry software as they approach research as varied as solventothermal synthesis and computer modeling of transition-metal catalyzed processes.

Coursework in chemistry is useful for students in a number of careers. In addition to traditional careers in industry and education, chemistry is at the heart of [fields like medicine](#), and faculty in the chemistry department encourage students to examine how chemistry is critical in other disciplines, from public policy to [studio art](#).

PHOTO GALLERIES

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## CHEMISTRY NEWS



## Preventing dengue

Victoria Egedus '14 will be published as the lead author for research completed about the deadly virus while [studying abroad](#) in Costa Rica last spring.



### Abbott Middle School learns about chemistry

Students from Robert Abbott Middle School in Waukegan came to Lake Forest College to learn more about chemistry.



### SAACS demos at Woodlands Academy

SAACS members volunteered their time to do chemistry demonstrations for the Woodlands Academy Chemistry Club during National Chemistry Week.



### Another win for Mahir

The NCAA awarded Mahir Mameledzija '14 one of only 56 postgraduate scholarships for athletes among all divisions.

[Show 2 more...](#) (11 total)



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## Faculty



Professors work closely with our students on projects they're interested in.

Given its research focus, the chemistry department at Lake Forest takes seriously its responsibility to train students to effectively communicate the significance of their findings.

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### Department Staff

**Marion Hughes**

Department Assistant

847-735-5090

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

**Barbara Sesterhenn**

Lab Supervisor

847-735-5086

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

### [Jason A. Cody](#)

Professor 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

### [Lori A. Del Negro](#)

Associate Professor of Chemistry (on research leave)

**Areas of Study:** analytical chemistry, environmental chemistry

### [Dawn C. Wiser](#)

Associate Professor and Chair of Chemistry

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

### [Thea Wilson](#)

Visiting Assistant Professor of Chemistry

**Areas of Study:** physical organic chemistry, renewable energy, life cycle assessment, food sustainability

### [Melanie M. Werst](#)

Senior Lecturer in Chemistry

**Areas of Study:** physical biochemistry

### Contacting Faculty

Individual email addresses and phone numbers can be found on each faculty member's profile.



**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:**

**Kevin Kohlstedt**  
**Lecturer in Chemistry**

**Areas of Study:**

**Larry Klein**  
**Lecturer in Chemistry**

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

EMERITI FACULTY

**Laura J. Kateley**  
**Associate Professor of Chemistry, Emerita**

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

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# Course Descriptions

## Note About Non-Major Courses

Chemistry courses numbered below 110 are intended for students majoring in humanities or social sciences. These courses will fulfill the General Education requirements. Chemistry 114 and 115 are also suitable toward fulfillment of GEC requirements. Students with credit in chemistry courses numbered 115 or higher (or the equivalent in transfer credit from another college or university) may not receive credit in courses numbered 100 through 109.

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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.

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### **CHEM 300: Biochemistry**

Introduction to biochemistry at the cellular and chemical levels. Emphasis on protein structure and function, enzymes, bioenergetics, intermediary metabolism, carbohydrates, and other biological molecules. Three class meetings, one laboratory per week. Prerequisite: 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: CHEM 320; 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 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.

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## 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

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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.

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## Cinema Studies

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# Cinema Studies Program

[Professor Don Meyer](#), former Professor David Amrein, and Meg Golembiewski '10 composed an original score for Alfred Hitchcock's silent film *The Lodger*, which Hitchcock completed without a score. Meyer, Amrein, and Golembiewski wrote their score for the 40-member [Lake Forest College Chamber Orchestra](#), and the [Silent Film Society of Chicago](#) invited the orchestra to accompany a showing of the film at Chicago's [Portage Theater](#).

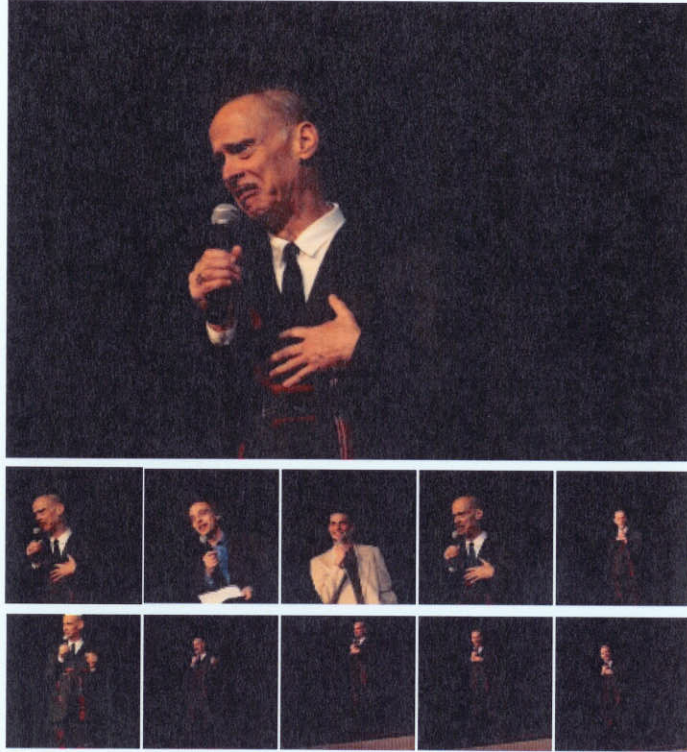
As a study of moving images, the minor in Cinema Studies draws courses from art, communication, history, modern languages, music, philosophy, and sociology, creating a richly complex interdisciplinary conversation on film and video.

By focusing on the historical as well as the current and future uses of

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moving images, the Cinema Studies minor is not limited to the study of physical film but includes electronic and digital video; it also does not restrict the study to specific places of viewing. Courses focus on the history, theory, culture, and criticism of film and video, in addition to encouraging hands-on experience in digital video production.

## Cinema Studies on Campus



### JOHN WATERS LECTURE

In a comedy-filled routine titled "This Filthy World," John Waters discussed his careers in film, art, and literature, ranting about his life, pop culture, and things that make him crazy as only John Waters can. The event was sponsored by the Ruth A. Winter Lecture Series, and was the culmination of the two-month long John Waters Film Festival on campus.

[View full gallery](#)



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## Cinema Studies

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### Department Staff

Harriet Doud  
*Department Supervisor*  
 847-735- 5121  
[doud@lakeforest.edu](mailto:doud@lakeforest.edu)

## Faculty

The very interdisciplinary study of cinema at Lake Forest College brings together faculty from a wide variety of disciplines: chaired in the Department of Communication, its courses are taught by professors in that department as well in philosophy, modern languages, music, history, English, and art.

### [David Park](#)

Associate 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 and Chair of Classical Studies

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

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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.

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## Cinema Studies

### Faculty

### Requirements

## Requirements

### MINOR IN CINEMA STUDIES

No major is available.

### Requirements for the Minor:

At least 6 credits

- Communication 212: Visual Rhetoric (*required*), formerly COMM 112: Introduction to Visual Communication
- Communication 275: Introduction to Film Studies (*required*)
- 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)
  - 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.

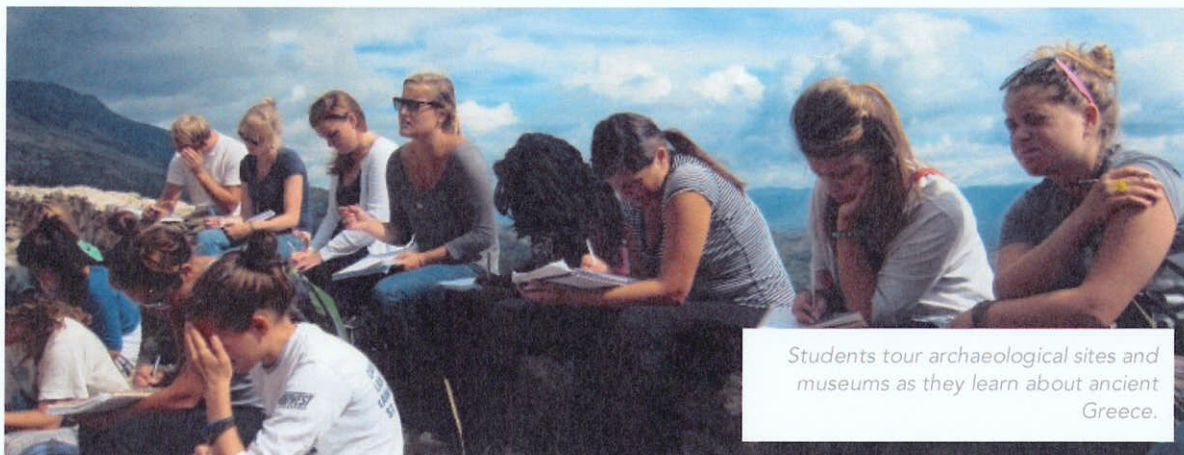
Students majoring in Communication with a minor in Cinema Studies may double-count a maximum of two courses.

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## Classical Studies

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# Classical Studies



Students tour archaeological sites and museums as they learn about ancient Greece.

Each spring, a group of students leave campus at spring break, headed for [Greece](#) on one of the College's off-campus programs. While there, the students and faculty tour numerous archaeological sites and museums as they learn about ancient Greece while immersed in everyday Greek life.

The liberal arts and sciences have their roots in the cultural legacy of ancient Greece and Rome. Western literature, philosophy, history and many civic and political institutions still thriving today emerged in these "classical" cultures, as did systematic analysis of the natural world and wide-ranging

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speculation about its human inhabitants. Our sensibilities about art and architecture continue to be influenced by forms developed in the ancient world, which remain evident in painting and sculpture as well as structures as diverse as theaters, university campuses, museums, city and other civic halls, athletic stadiums and shopping malls.

While the academic study of Greek and Roman antiquity is traditionally rooted in philology, a mastery of the Greek and Latin languages, our Classical Studies program is anchored by the College's Program in Greece. This unique program, which has been conducted since 1970, consists of an intensive, six week preparatory course on campus (Greek Civilization 201) and a three-course travel tour of museums and archaeological sites across the landscapes of ancient Greece. The study-abroad program takes place each year from mid-March to June during the spring semester. In Greece, the program covers the Bronze age, the Classical period and the Byzantine-Medieval era. Students taking part in the Program in Greece gain four credits, which count as electives or may be applied to a number of major and minor programs at the College, including Art, History, Philosophy, Religion, Sociology and Anthropology, Theater, Communication and Classical Studies.

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#### PHOTO GALLERIES



### Three Months in Greece

Students traveled to Greece for three months last spring to study abroad in outdoor classrooms at ancient sites. Photos by Linda Horwitz.

Students wishing to obtain the minor in Classical Studies supplement these four course credits with two additional credits selected from a series of elective courses (see Program Requirements). The Classical Studies program encourages students to pursue their interests in ancient civilizations, art, philosophy, history, museum studies, comparative literature, political theory or religion, among many other possibilities, by combining participation in the Greece program with relevant electives from appropriate departments and programs on campus.



### Learning in Greece

Students and professors enjoyed the annual study abroad program to Greece this past spring.



To learn more about the program in Greece, please go to the [Off-Campus Study](#) page, see [Ashley Sinclair](#), director of off-campus programs, or contact Professor Richard Fisher (847-735-5284, [fisher@lakeforest.edu](mailto:fisher@lakeforest.edu)).

The following faculty members are also available to discuss the Program in Greece with interested students:

- Professor Lou Lombardi
- Professor Janet McCracken
- Professor Rui Zhu
- Professor David Boden
- Professor Richard Pettengill
- Professor Linda Horwitz

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Given its close association with the College's Program in Greece, the Classical Studies program at Lake Forest, and faculty associated with it, encourage students to pursue their passions in an interdisciplinary context and apply their knowledge of the classical world to studies and future careers in fields such as art, philosophy, archaeology, history, sociology, anthropology, communications, cultural studies, library science, museum studies, and many other avenues of intellectual, public, and business life.

### 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

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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.

**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

**Richard Pettengill**

**Associate Professor and Chair of Theater**

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

**Linda Horwitz**

**Associate Professor of Communication**

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

**Richard Fisher**

**Associate Professor of German and Chair of Classical Studies**

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

**Rui Zhu**

**Associate Professor of Philosophy, Chair of Asian Studies**

**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



## Classical Studies

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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

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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.)

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## Classical Studies

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## 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.

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### **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

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# Department of Communication

**"Anything rewarding requires sweat equity**  
– I have to work for anything and everything."

**Kathryn Kerrigan '02**

Shoe designer, named one of INC. Magazine's  
"Coolest Young Entrepreneurs Under 30 in America"



Elliot Luke '11, a fan of the television series *Mad Men*, analyzed the award-winning program in his thesis, "Who Is Don Draper?: Masculinity, Television, and *Mad Men*." Applying methods he learned in his Rhetorical Criticism and Communication Methods courses, Elliot explored the alleged "crisis of masculinity" in our culture.

Students in the Department of Communication learn about two distinct areas of the discipline – rhetoric and media – and the intersections between the two. Beginning with the Greeks, students examine the history and theories of rhetoric and argument, which they use to analyze contemporary issues and controversies. Faculty also guide students through media history to current approaches in media, with both practical and analytical skills in radio and film. Students put these marketable skills to work through internships in the field, gaining valuable experience and a competitive edge.

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### Associate Professor Linda Horwitz co-authors article on work of Angela Davis

"Racing/Sexing the Rhetorical Situation: Angela Davis's Embodied Contextual Reconstruction," is co-authored by Horwitz and Catherine Palczewski, and appears in *Race and Hegemonic*

*Struggle in the United States: Pop Culture, Politics, and Protest*, edited by Mary E. Triece and Michael G. Lacy. Rowman & Littlefield, 2014.



### Funny man

[Assistant Professor of Communication Elizabeth Benacka](#) and her two [Richter scholars](#) are investigating Stephen Colbert's use of satire as a rhetorical device.

[Show 2 more...](#) (17 total)



## Communication

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### Department Staff

**Harriet Doud**

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847-735-5121

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**Jenny Davy**

*Department Assistant*  
847-735-5122

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

## Faculty

**[David Park](#)**

Associate 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

**[Randall Iden](#)**

Lecturer in Communication

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

**[Helene DeGross](#)**

Lecturer in Communication, Internship Coordinator

**Areas of Study:** journalism

**Stan Zoller**

Lecturer in Communication

**Areas of Study:**

**Kate Balsley**

Lecturer in Communication

**Areas of Study:**

**Jamie Merchant**

Lecturer in Communication

**Areas of Study:**

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### Contacting Faculty

Communication offices are located on the second floor of Young Hall

Individual email addresses and phone numbers can be found in each faculty member's profile.

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## Communication

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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

A course in news reporting and writing for newspapers, magazines, and broadcast media.

## 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

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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 Mktng 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

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### **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 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.

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### **COMM 374: Rhetorical Chicago**

The Second City, the City with Big Shoulders, The Windy City, City in the Garden, Hog Butcher to the World, the City that Works: these are just some of the nicknames for the City of Chicago. This seminar examines the City of Chicago as both the site and source of rhetoric by using rhetorical theory and skills to explore art, architecture, geography, emblems, music, theater, sports, holidays, politics, media, museums, controversies and important rhetorical events including William Jennings Bryan's 1896 Cross of Gold speech, FDR's 1932 nomination acceptance, and Obama's 2008 victory speech. This course takes advantage of Lake Forest College's proximity to the City of Chicago in order to explore two key concepts in communication: the discursive construction of place and the impact of place on rhetoric. Prerequisite: Comm 255, or 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

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### **COMM 387: Rhetoric of Law**

This course will introduce students to the idea that the US legal system is rhetorical in that it shapes and is shaped by discourse. We will begin by considering what is rhetorical about the law and will then focus our attention on the rhetorical effects of legal discourse. Bearing in mind that the law is particularly performative- that is, it has the power to produce the effects that it names- we will consider the role that the actual language of



the law plays in doing the work of the law. We will examine a variety of legal texts and contexts including the courtroom, the trial transcript, appellate opinion, legal textbooks and the Supreme Court opinion in order to understand how prior legal discourses affect the outcomes of legal questions. To do so we will learn about and apply particular critical lenses to our texts including rhetorical culture, critical legal studies, narrative and the law as literature movement, and discourse analysis. In addition to reading trial transcripts and legal opinions, students will be expected to visit a courtroom and watch the proceedings during the course of the semester. Prerequisite: Comm 255, or 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. Fall 2014 Seminar: Remembering the Holocaust. This course examines primary source documents to uncover the persuasive strategies employed during the most powerful mass protest movement in modern US history. In addition to viewing documentaries, analyzing speeches and examining key events in order to discern and evaluate the rhetorical practices employed both discursively and demonstratively, the course will focus on a comparison/contrast of the distinctly different strategies used by Martin Luther King, Jr. and Malcolm X. In particular, close attention will be paid to how the media covered each of these individuals and their followers. As their final project, students will produce a comprehensive research paper focused on one text produced during the Civil Rights Era. Fall 2014 Seminar: Advertising and Consumer Culture. The course will deepen students' knowledge of journalism. The course will involve an extensive survey of contemporary approaches to understanding journalism, with emphases on the importance of journalism to democracy, and on the intellectual foundations of journalism criticism. Students will master analytical frames for understanding and criticizing print, broadcast, and online journalism.

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## Communication

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### 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

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### **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
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## Communication

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# Requirements before Fall 2012

## MAJOR AND MINOR IN COMMUNICATION

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

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### Requirements for the Major:

At least 9 credits

- 5 courses at the 100- and 200-level
  - 1 Praxis course from [Group A](#)
  - 1 Rhetoric course from [Group B](#)
  - 1 Media course from [Group C](#)
  - 2 additional courses from [Group B](#), [Group C](#), or [Group D](#) (with only 1 from Group D)
- 2 courses from [Group E](#) (Rhetoric and Media courses at the 300- and 400-level)
- Communication 390: Internship – 2 credits preferred and Junior status required
- Completion of the Senior Studies Requirement in 1 of the following ways:
  - Communication 420: Senior Seminar
  - Senior Thesis
  - Independent Study – Senior status required

No more than two courses from outside of the Department of Communication count toward the major. 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

- 1 Praxis course from [Group A](#)
- 1 Rhetoric course from [Group B](#)
- 1 Media course from [Group C](#)
- 1 Rhetoric or Media course from [Group B](#) or [Group C](#)
- 1 300-level course from [Group E](#)
- 1 additional course chosen from:
  - [Group E](#)
  - Communication 390: Internship – 2 credits preferred and Junior status required
  - Communication 420: Senior Seminar
  - Senior Thesis
  - Independent Study – Senior standing required

No more than one course from outside Communication may count toward the minor.

### Group A: Praxis Courses

- Communication 112: Visual Communication
- Communication 120: Introduction to Journalism
- Communication 135: Rhetoric and Speech
- Philosophy 156: Logic and Styles of Argument

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### Group B: Rhetoric Courses

- Communication 250: The Classical Rhetorical Tradition
- Communication 251: Rhetorical History of the United States
- Communication 253: Argumentation and Advocacy
- Communication 255: Rhetorical Criticism

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### Group C: Media Studies Courses

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

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### Group D: Communication Across the College Courses

- Art 242: Introduction to Computer Imaging
- Communication 110: Introduction to Communication
- Communication 268: Integrating Marketing with Journalism
- Education 215: Instructional Communication Theory and Practice
- History 275: Popular Music and American Society
- Philosophy 255: Philosophy and Film
- Philosophy 294: Philosophy of Language
- Politics 224: Mass Media and American Politics
- Sociology & Anthropology 246: Language and Culture

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### Group E

- Communication 301: Communication Research Methods
- Philosophy 310: Communication Ethics
- Psychology 325: Sales Communications
- Communication 350: Topics in Communication
- Communication 370: Visual Rhetoric
- Communication 372: Rhetoric of Economics and the Market
- Communication 380: Black Cinema
- Communication 381: History and Theory of Freedom of Expression
- Communication 382: Women's Rhetoric and the Feminist Critique
- Communication 383: New Media and Society
- Communication 384: The Rhetorical Presidency
- Communication 385: Public Sphere
- Communication 386: Reading Popular Culture
- Communication 387: Rhetoric of Law
- Communication 388: Rhetoric and Public Memory
- Communication 389: Political Economy of Media
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## Digital Media Design

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# Digital Media Design

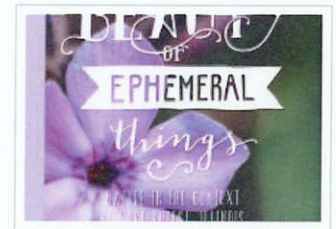
Concerned that only 61% of Native American youth graduate high school and only 12% finish college, [Professor Tracy Taylor](#) began Gear Up with Alice, a summer workshop for Lakota Sioux teenagers living on the Pine Ridge Reservation. Taylor has also [visited the reservation with students](#), helping to continue the program.

The Digital Media Design program bridges the arts and sciences by providing students with both technical knowledge and an understanding of aesthetics. Faculty from the Departments of Art, Communication, and Computer Science provide a solid foundation of theoretical knowledge tempered with practical, professionally applicable experience in digital media.

The minor emphasizes Web design and development, both technical and artistic, and it also provides latitude for coursework leaning more toward the history and theory of digital communications, or more toward the artistic and creative, or even geared more toward computer science and database-driven Web applications.

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### DEPARTMENT NEWS



[Student mixes passions for nature, design to publish photography book](#)

Nora Logue '14 captures scenes from three Lake Forest nature preserves in her self-published book *The Beauty of Ephemeral Things*, the culminating project of her Advanced Computer Imaging class and a demonstration of how two areas of study — in her case, environmental studies and digital media design — can work together.

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## Digital Media Design

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## 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

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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.

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## Digital Media Design

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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 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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Economics,  
Business, and  
Finance

# Department of Economics, Business, and Finance

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- Course Descriptions
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- Student Research
- Internships and Careers



*Our location near Chicago—a world-class business and financial center—provides numerous learning and career building opportunities for our students.*

**RELATED PROGRAMS**

- [Entrepreneurship and Innovation](#)
- [Border Studies](#)
- [In the Loop](#)
- [William & Mary Partnership](#)

**RELATED LINKS**

- [Lake Forest College Investment Club](#)



- [Omicron Delta Epsilon](#)



- [Collegiate Entrepreneurship Organization](#)



- [City of Lake Forest Business Accelerator](#)



The Department of Economics and Business offers majors and minors in [economics](#), [business](#), and [finance](#).

Lake Forest is one of only a few liberal arts colleges to offer a [finance major](#). It prepares students for a career in investment analysis and trading, investment banking, and finance.

The [business major](#) is structured to provide an overview of various business operations (accounting, finance, and marketing), with an emphasis on the economic environment of business and on analytical and communication skills.

The [major in economics](#) is a strong, traditional program with a reputation for rigor, depth, and breadth.

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**Did you know?**

Students learn statistical analysis techniques using quantitative and qualitative data that are consistent with the evolving financial services industry.



- [American Marketing Association](#)

Students in all three majors frequently take advantage of local, national, and international internship opportunities.

Our graduates have taken their strong preparation to careers at the Bureau of Labor Statistics, the Federal Reserve Bank of Chicago, Morgan Stanley, as well as graduate programs at Northwestern, University of Chicago, and Harvard, among many others.

#### DEPARTMENT NEWS



#### Gaining global foothold

Jiaming Liu '16 already has a foothold in her global career working in her second internship related to her double major.



#### Women taking charge

Female [economics](#), finance, and business students seeking support in their male-dominant fields shared more than a pizza lunch during an informal meeting of the women in business support group.

[Show 2 more...](#) (59 total)

#### UPCOMING DEPARTMENT EVENTS

“Corporate Commitment to Sustainability: Baxter International”

Mr. Art Gibson, Vice President of Environment, Health, Safety, and Sustainability for Baxter International. The talk will discuss why businesses are increasingly using environmental sustainability as a requirement for new investments, and what metrics are used. Art will also discuss how Baxter deals with varying environmental policies in the many countries in which it operates.

Wed, Oct. 29, 4 pm (Meyer Auditorium)

“Careers in Economics, Business, and Finance: Audit, Consulting, Financial Advising, Risk Management, and Tax”

Dr. Serena Huang, Senior Consultant, Deloitte Tax LLP.

Thu, Oct. 30, 7 pm (Young Hall 320)

“Interoperability and Hospital Incentives in the Adoption of Electronic Medical Records”

Ms. Gabriella (Panatayova) Monahova (LFC alum), Ph.D. Candidate, University of Wisconsin Economics Department

Tue, 11/4, 4 pm (Young Hall 320)

“The Effects of Time in Prison and Parole Supervision on Recidivism: Evidence from the Interaction between Judges and Parole Boards”  
Ms. Maryiana Zapryanova (LFC alum), Ph.D. Candidate, University of Wisconsin Economics Dept.

Thu, 11/13, 4 pm (Young Hall 320)

“Stopping out of College: The Role of Credit Constraints”

Ms. Amanda Gaulke (LFC alum), Ph.D. Candidate, University of Wisconsin Economics Dept.

Mon, 11/17, 4 pm (Young Hall 320)

## Economics, Business, and Finance

### Faculty

[Awards](#)

[Selected Publications](#)

### Course Descriptions

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### Student Research

### Internships and Careers

### Department Staff

#### Harriet Doud

Department Supervisor  
847-735-5121

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

#### Jenny Davy

Department Assistant  
847-735-5122

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

## Faculty

### [Carolyn Tuttle](#)

Betty Jane Schultz Hollender Professor and Chair of Economics and Business, 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, Chair of Gender, Sexuality and Women's Studies

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

### [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

VIEW ALL ►  
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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.

**Darlene M. Jaffke**  
Assistant Professor of Business and Coordinator of the  
Entrepreneurship and Innovation Program

Areas of study: business administration, marketing

**Alan Sherbin**  
Lecturer in Finance

Areas of Study:

**Sheila Hanley**  
Lecturer in Economics

Areas of Study:

**Beth Clemmensen**  
Lecturer in Economics and Business

Areas of Study: marketing

**Stewart Foley**  
Lecturer in Finance

Areas of Study: global insurance

**George Seyk**  
Lecturer in Economics and Business, Internship Coordinator

Areas of Study: internships, emerging markets

**Michael Stark**  
Lecturer in Economics and Business

Areas of Study: financial accounting, operations management

**Jill Terzakis**  
Lecturer in Economics and Business

Areas of Study: real estate finance

#### EMERITI 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



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## Economics, Business, and Finance

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# Course Descriptions

Other courses:

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MAJORS & MINORS

## 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,

### 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

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### **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 355: Marketing Rsch Cross-Cultural Set**

Marketing Research in Cross-Cultural Settings. A study of methods related to quantitative and qualitative research in varied business and non-profit settings. The course will emphasize research into cultures encountered in industrialized societies, global emerging markets, and less developed



economies. Coverage includes theoretical foundations and applications of research designs, data collection techniques, and data analysis. Assignments involve planning and implementing field research, case study analysis, and team presentations based on data collection experiences. (Meets GEC Cultural Diversity Requirement.) Prerequisite: BUSN 130 or BUSN 180.

### **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 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,

### **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

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### **ECON 325: Economics of Land**

(The Economics of Land: Valuation, Use, and Taxation) The course examines several different roles of land in the economy; as a productive asset, as an investment, as a store of value, and as a base for taxation. Topics to be covered include various definitions of property rights, regulatory policy toward land use and land preservation, models of land valuation, and the theory and practice of property taxation and tax preferences. We 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.

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### **ECON 385: Mathematical Economics**

Calculus and linear algebra are applied to the analysis of microeconomic and macroeconomic theory. The tools of mathematical optimization are developed with a particular focus on comparative statics. Issues of discrete and continuous time and uncertainty in economics are explored. Prerequisites: MATH 111 and either ECON 210 or 220; or permission of instructor.

### **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.

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### **FIN 431: International Finance**

Identifies and analyzes fundamentals of international financial theory. Topics include exchange rate determination, balance of payments accounting, and international monetary systems and their evolution. Prerequisites: Economics 210 and 220; and junior or senior standing. Cross-listed 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



## Economics, Business, and Finance

Faculty

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## 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.*

VIEW ALL ►  
MAJORS & MINORS

### 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

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### 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

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### 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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## Economics, Business, and Finance

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# Requirements before Fall 2013

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.

**VIEW ALL** ►  
**MAJORS & MINORS**

### MAJOR AND MINOR IN ECONOMICS

#### Requirements for the Major in Economics:

At least 9 credits

- Economics 110: Principles of Economics
- Mathematics 110: Calculus I – completed by the end of the first year
- Economics 180: Quantitative Methods for Economics and Business – Students who have taken this course will not receive credit for any other basic statistics course, including Mathematics 150. Students who have already taken such a statistics course may be able to count it toward the major if approved by the department.
- Economics 210: Microeconomic Theory
- Economics 220: Macroeconomic Theory
- 3 additional economics courses – 2 must be at or above the 300-level, including all Finance electives and Business 322 (Emerging Markets Analysis). Internships do not count as economics elective courses.
- Completion of the Senior Studies Requirement in 1 of the following ways:
  - 1 economics or finance course at the 400-level
  - Senior thesis

*Students must earn a grade of C- or better in Econ 110, 180, 210, 220 and Math 110.*

#### Requirements for the Minor in Economics:

At least 6 credits

- Economics 110: Principles of Economics
- 1 of the following courses:
  - Economics 210: Microeconomic Theory
  - Economics 220: Macroeconomic Theory
- 4 additional Economics or Finance (ECON or FIN prefix) courses – excluding internships

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## MAJOR AND MINOR IN BUSINESS

### Requirements for the Major in Business:

At least 12 credits

- Economics 110: Principles of Economics
- 1 course in Mathematics, completed by the end of the first year, from the following:
  - Mathematics 110: Calculus I
  - Mathematics 160: Finite Mathematics with Applications
- Business 180: Quantitative Methods for Economics and Business – Students who have taken this course will not receive credit for any other basic statistics course, including Mathematics 150. Students who have already taken such a statistics course may be able to count it toward the major if approved by the department.
- Business 230: Financial Accounting
- Finance 237: Introduction to Finance
- Economics 210: Microeconomic Theory
- Economics 220: Macroeconomic Theory
- 1 course on ethics chosen from the following:
  - Philosophy 203: Business and Professional Ethics
  - Philosophy 325: Major Ethical Theories
- 3 additional business or finance courses at the 300-level or above, excluding internships, that satisfy the following conditions:
  - 2 or fewer are marketing courses
  - 2 or fewer are courses from the following list:
    - Economics 310: Industrial Organization
    - Economics 313: Money and Banking
    - Economics 330: Econometrics
    - Economics 340: Environmental and Natural Resource Economics
    - Economics 350: Public Finance
    - Economics 370: Managerial Economics
    - Economics 430: International Trade Theory and Practice
- Completion of the Senior Studies Requirement in 1 of the following ways:
  - 1 business course at the 400-Level
  - Senior thesis
  - Economics 430: International Trade Theory and Practice

*Students must earn a grade of C- or better in Econ 110, 180, 210 and 220; Math 110 or 160; Business 230; Finance 237; and Philosophy 203 or 325.*

### Requirements for the Minor in Business:

At least 6 credits

- Economics 110: Principles of Economics
- Business 230: Financial Accounting
- Finance 237: Introduction to Finance
- 3 additional Business or Finance (BUSN or FIN prefix) courses – excluding internships

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## MAJOR AND MINOR IN FINANCE

### Requirements for the Major in Finance:

At least 11 credits

- Economics 110: Principles of Economics
- Mathematics 110: Calculus I – completed by the end of the first year.
- Economics 180: Quantitative Methods for Economics and Business – Students who have taken this course will not receive credit for any other basic statistics course, including Mathematics 150. Students who have already taken such a statistics course may be able to count it toward the major if approved by the department.
- Business 230: Financial Accounting
- Finance 237: Introduction to Finance

- Economics 210: Microeconomic Theory
- Economics 220: Macroeconomic Theory
- Finance 380: Investment Analysis
- 2 additional courses chosen from the following and excluding internships:
  - 300-level Finance electives (not counting Finance 380)
  - Business 315: Operations Management
  - Business 330: Intermediate Accounting
  - Business 331: Managerial Accounting
  - Business 350: Capital Budgeting
  - Economics 313: Money and Banking
  - Economics 330: Econometrics
- Completion of the Senior Studies Requirement in 1 of the following ways:
  - 1 finance course at the 400-level
  - Senior thesis
  - Economics 431: International Finance

*Students must earn a grade of C- or better in Econ 110, 180, 210 and 220; Math 110; Business 230; and Finance 237.*

### **Requirements for the Minor in Finance:**

At least 8 credits

- Economics 110: Principles of Economics
- Mathematics 110: Calculus I
- Economics 180: Quantitative Methods for Economics and Business
- Business 230: Financial Accounting
- Finance 237: Introduction to Finance
- Finance 380: Investment Analysis
- 2 additional 300-level Finance or Economics courses (FIN or ECON prefix courses from the Finance major) – excluding internships

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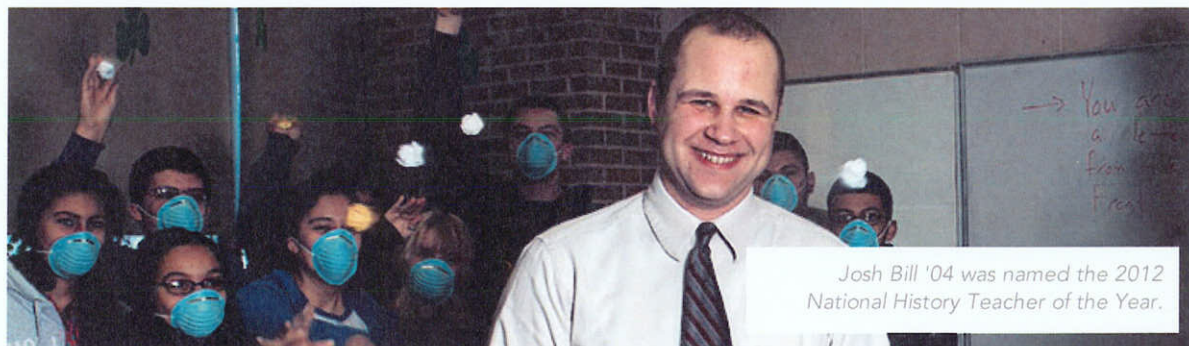


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## Education

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# Department of Education



Josh Bill '04 was named the 2012 National History Teacher of the Year.

Guided by faculty and cooperating education professionals who provide individualized advising, mentorship, and assessment, our students learn to become confident in their classrooms, responsive to their students, deeply knowledgeable about subject matter, and committed to their own growth as lifelong learners.

The Department of Education is authorized by the State of Illinois to prepare students for licensure in elementary school (grades K-9) and secondary school (grades 6-12), with licensure at the secondary level in mathematics, English, history, chemistry and biology and in K-12 programs in visual art, music, Spanish, and French. These programs are offered at the BA and [MAT](#) levels. See [requirements](#) for forthcoming changes in Illinois State Board of Education Licensure Structure.



## VIEW ALL ► MAJORS & MINORS

### EDUCATION NEWS



#### A model program

The [Department of Education](#) accepted a national Models of Excellence Award in recognition of its approach to utilizing on- and off-campus partnerships as part of the Lake Forest College teacher

- [Learn more](#) about how Lake Forest College prepares you for a great job.
- View a list of [school districts](#) currently employing our graduates.

#### Teacher Licensure

- [Masters of Arts in Teaching](#)
- [Post Graduate Teacher Licensure](#)
- [Special Programs and Scholarships for Future Teachers](#)

#### Useful Links

- [Illinois State Board of Education](#)
- [Illinois Teacher Licensure Testing System](#)
- [Lake County Regional Office of](#)

[Education](#)

- [Reciprocal Licensure in States Outside of Illinois](#)
- [State Report Card](#)

Our education majors have many opportunities to work with students from diverse cultural and socioeconomic backgrounds, including interning at a local high-needs school districts. Student teaching placements are generally made in local suburban school districts. For students with an interest in urban education, the ACM Urban Education Program offers the opportunity to complete student teaching in the Chicago Public Schools. For students with an international focus, the Global Student Teaching program offers the chance to student teach abroad.

For more than 15 years, our faculty have had a strong relationship with [Waukegan Public Schools](#), a high-need school district north of Lake Forest. This partnership helps provide professional development for Waukegan teachers and pre-service opportunities for Lake Forest College education majors.

Learn more about our:

<ul style="list-style-type: none"><li>• <a href="#">Master of Arts in Teaching Program</a></li><li>• <a href="#">Identifying Dispositions</a></li><li>• <a href="#">Conceptual Framework</a></li><li>• <a href="#">Careers in Teaching</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Community Partnerships</a></li><li>• <a href="#">Off-Campus Programs</a></li><li>• <a href="#">Student Organizations</a></li></ul>
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preparation program.



**Chicago Tribune interviews Professor Odugu**

[Assistant Professor of Education Desmond Odugu](#) comments on his native country Nigeria's emotional connection to its national anthem in this story about the World Cup and the enthusiasm, or lack thereof, displayed by athletes and fans during the playing of their country's anthem.

[Show 2 more... \(5 total\)](#)

**Over 95 percent of students certified to teach at Lake Forest College are employed in schools making a difference in students' lives.**

Hear [what our grads say](#) about the program and their job prospects.

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## Faculty

TEACHING 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

Nancy Latka

Lecturer in Education

Areas of Study:

Judith Lindgren

Lecturer in Education

Areas of Study:

[Alan Wahlert](#)

Lecturer in Education

Area of Study: Secondary Social Studies

[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

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Contacting Faculty:

For any questions or advising on Education Department programs, the education major, educational studies minor, or teacher certification, please contact

**Professor Rachel Ragland**  
*Associate Professor and Chair*  
*Department of Education*  
847-735-5198  
[ragland@lakeforest.edu](mailto:ragland@lakeforest.edu)

## Department Staff

Adrienne Thoms  
*Department Assistant*  
847-735-5169  
[thoms@lakeforest.edu](mailto:thoms@lakeforest.edu)



[Marilynn Menuey](#)  
Lecturer in Education  
Areas of Study: Special Education

[George Pryjma](#)  
Lecturer in Education  
Areas of study: Math Education

Sarah Rutter  
Lecturer in Education  
Areas of Study: Secondary and English Education

[Jeanne Schellin](#)  
Lecturer in Education  
Areas of Study: Secondary and English Education

#### ASSOCIATED FACULTY

[Dawn Abt-Perkins](#)  
Director of Writing Programs and Professor of Education  
Areas of Study: secondary and multicultural education

[Holly Swyers](#)  
Associate Professor of Anthropology and Chair of Sociology  
and Anthropology, Chair of Urban Studies  
Areas of Study: U.S. culture, 20th-21st century education, sports,  
community development and maintenance

[Catherine Sardo Weidner](#)  
Senior Lecturer in History  
Areas of Study: American history

#### EMERITI FACULTY

[Shelley Sherman](#)  
Associate Professor of Education, Emerita  
Areas of Study: Elementary Education and Educational Studies

#### Education Advisory Council

The Education Advisory Council is an appointed committee consisting of faculty from all divisions of the college, local teachers representing school partners, alumni, and current education majors elected by their peers. The Council designs and implements a course of study consistent with expectations of the department.

#### Education Advisory Council 2014-2015

#### On-Campus Faculty

[Carla Arnell](#), English  
[Lois Barr](#), Spanish  
[Kathryn Dohrmann](#), Psychology  
[Scott Edgar](#), Music  
Elizabeth Fischer, Chemistry  
Laura Grandau, Education  
[Dan LeMahieu](#), History (fall)  
[Jake Lundberg](#), History (spring)  
[Ann Maine](#), Biology

[Desmond Odugu](#), Education (fall)

[Rachel Ragland](#), Education

[Eli Robb](#), Art (spring)

[Tracy Taylor](#), Art (fall)

[Jill Van Newenhizen](#), Mathematics

### **Student Members**

Elizabeth Bulley, '15

Ian Taylor, '15

Lydia Wells, '15

Theresa Westberg, '15

### **Local Teachers/ Alumni**

Kathy Babcock '85, Waukegan High School, Waukegan, IL

Joe Brysiewicz '01, Highland Park High School, Highland Park, IL

Nicole Hain '01, Woodlawn Middle School, Long Grove, IL

Erika Koesling '05, Lake Forest High School, Lake Forest, IL

Melissa Lehman '05, Shabonee School, Northbrook, IL

Elizabeth Leonard-Waller '03, Highland Park HS, Highland Park, IL

Frank McCormick '10, Waukegan High School, Waukegan, IL

Jen Sagat '04, Sherwood School, Highland Park, IL

Carolyn Scaccia, Lake Forest, IL

## Education

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# Course Descriptions

## EDUC 104: Elem Math from Advanced Standpoint

EDUC 104: Elementary Math from an Advanced Standpoint This course presents an overview, for a sophisticated audience, 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 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

## 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

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### **EDUC 170: Intro to Music Teaching & Learning**

This course introduces students to the skills of teaching music. It explores how human beings acquire musicianship, and covers the foundational elements of music education. Musical elements addressed include: musical development, musical aptitude, listening, movement, rhythm, song teaching, singing, improvisation, composition, and basic teaching techniques associated with these. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary students are key components of this course. Prerequisite: MUSC 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 Communication Theory & 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

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### **EDUC 244: Anthropology of Education**

For the anthropologist, education is the mechanism of social reproduction, a strategy not limited to schooling but in fact encompassing a person's entire life. For much of the world, the privileging of schooling as a site of education has had real ramifications on the possibility of maintaining cultural forms that go against the pressures of globalization and capitalism. This course opens with a broad consideration of education before focusing on schooling as the preferred institutional form of education under early 21st century globalism. Our questions will include both how schooling operates to maintain existing social structures and power relations and the possibilities - and consequences - of schools as a site of change. (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 School**

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

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### **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 363: Children's & Young Adult Literature**

EDUC 363: Creative Writing: Children's and Young Adult Literature This course is designed to give students the tools they need to write a novel for children ages 7 to 16. We will gain an understanding of the art and craft of the children's novel by reading and analyzing classic works, and by attempting our own novels and receiving feedback on our efforts. Classes will include writing exercises, peer review, feedback on students' work by the instructor, and discussions of techniques used by established authors to create successful novels. The course can accommodate those who have already begun work on a novel, as well as those who have not. (Does not meet GEC Social Sciences requirement. Meets GEC Humanities requirement.)  
Cross-listed as: ENGL 363

### **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:

#### **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.  
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

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#### **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 Credit/D/Fail basis. 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 Student 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 on a Credit/D/Fail basis. Prerequisites: Education 419 and Education 420 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.

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### **EDUC 501: Introduction to Teacher Research**

This course provides the MAT candidate with an introduction to educational research. Topics include the context of teacher research, an introduction to multiple varieties of teacher research, with an emphasis on action research, as well as grounding in quantitative and qualitative research methods. A case study of action research will be completed. Prerequisite: Second year MAT licensure candidate status.

### **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.

### **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/Fail basis. This course must be taken concurrently with Education 502. Prerequisite: Education 516 and 517 with a grade of B- or better and second year MAT licensure candidate status.  
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**

Full-day supervised teaching for 14 weeks in a cooperating school and a weekly seminar. This course is graded on a SCR/Fail basis. This course must be taken concurrently with Education 502. Prerequisite: Education 519/520 or 522 with a grade of B- or better and second year MAT licensure candidate status.

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

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## Education

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# Requirements

## MAJOR 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. An interdisciplinary [educational studies minor](#) 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

**VIEW ALL** ►  
**MAJORS & MINORS**

### Navigating Requirements and Teacher Licensure

To help students navigate all of the requirements, processes, and procedures for the major, the Department of Education has assembled these resources:

#### Courses of Study for all Licensure Programs

- [Elementary Program](#)
- [Secondary Biology Program](#)
- [Secondary Chemistry Program](#)
- [Secondary History/Social Studies Program](#)
- [Secondary Mathematics Program](#)
- [Secondary English Program](#)
- [K-12 Spanish Program](#)
- [K-12 French Program](#)
- [K-12 Music Program](#)
- [K-12 Visual Arts](#)

#### Handbooks for Majors

- [Policies & Procedures](#)
- [Developmental Portfolio](#)
- [Fieldwork in Elementary Education](#)
- [Fieldwork in Secondary Education](#)
- [Student Teaching](#)
- [Teaching Adolescent Students](#)

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

- o Education 210: Observing the School Process
- o Education 215: Instructional Communication
- o 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
- o Education 313: Reading Methods in the Content Areas
- o Education 314: Inclusive Learning Environments
- o Education 315: Middle School Fieldwork
- o Education 419: General Secondary Methods / Senior Seminar
- o Education 420: Discipline Specific Secondary Methods / Senior Seminar (only for those seeking Secondary licensure)
- o Education 421: Secondary Student Teaching
- o Education 422 Discipline-Specific K-12 Curriculum and Instructional Design / Senior Seminar (only for those seeking K-12 licensure)
- o Psychology 110: Introduction to Psychology
- o Psychology 210: Developmental Psychology

**The following courses are required for majors in elementary education:**

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

**Requirements for the Minor in Educational Studies:**

At least 6 credits

- o 1 of the following courses:
  - Education 210: Observing the Schooling Process
  - Education 212: Education Reform in the U.S.
- o 1 of the following courses:
  - Psychology 210: Developmental Psychology
  - Psychology 318: Psychology Applied to Education
- o 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
- o 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

**Coursework & Licensure:**

- [for elementary education](#)
- [for secondary education](#)
- [for K-12 education](#)

**Recommended Timetable for Teacher Candidate Licensure Testing:**

Test to Take	When to Take
Test of Academic Proficiency or submission of <i>qualifying ACT or SAT score. See the following link for details: <a href="#">submission requirements</a></i>	First year (no later than Fall of Sophomore year)
Content Area Test	Spring of Junior year
Assessment of Professional Teaching	Spring of Senior year
edTPA	During student teaching



- Education 363: Creative Writing: Children's & Young Adult Literature
- 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
- 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. The case may be further appealed to the Academic Appeals Board and, finally, to the President of the College.

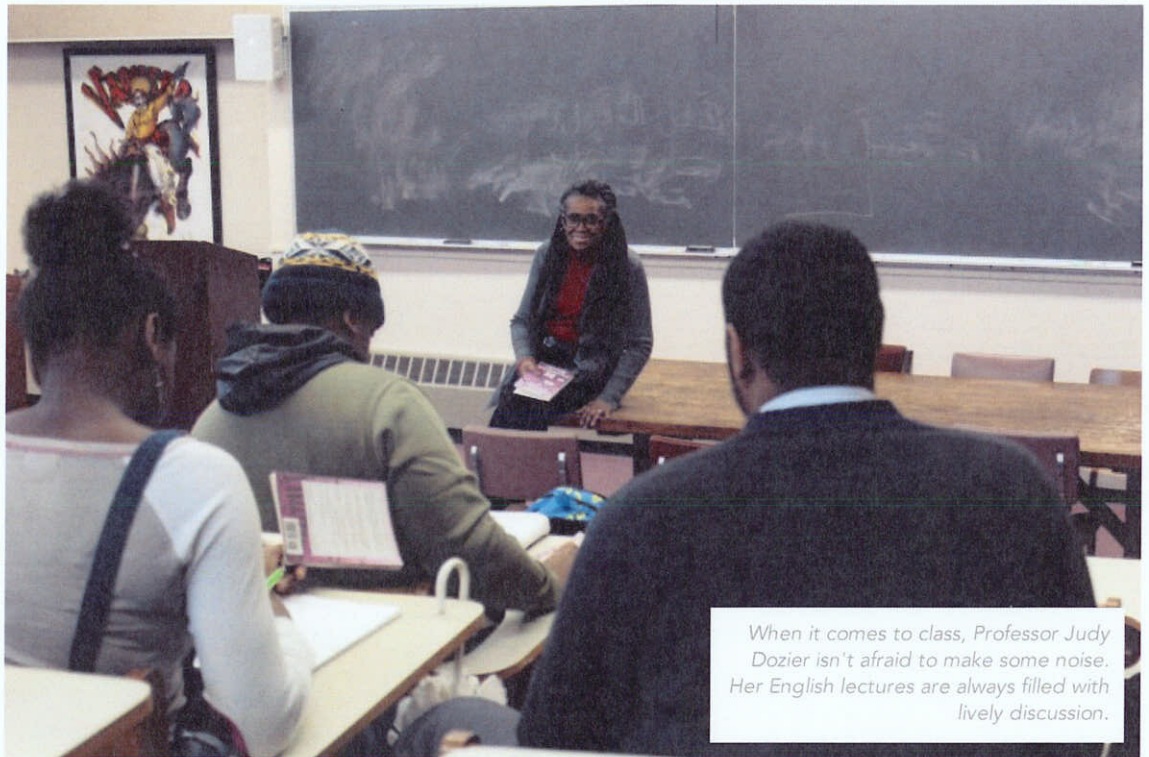


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# Department of English



*When it comes to class, Professor Judy Dozier isn't afraid to make some noise. Her English lectures are always filled with lively discussion.*

The Department of English offers courses central to a liberal arts education, not only for English majors but also for other students who wish to enrich their understanding of literature and language and to develop their skills as readers and writers.

These are skills essential to leading constructive and imaginative lives. They also provide preparation for careers in law, teaching, publishing, advertising, communications, business, and medicine—for any work that requires the ability to read, to write, and to integrate information in meaningful patterns.

In our curriculum, students will find a rich variety of literature courses, ranging from the ancient to the postmodern, from the canonical to the experimental and avant-garde.

**VIEW ALL** ▶  
**MAJORS & MINORS**

### Why study English?

#### UPCOMING EVENTS

**OCT 24** 7:00pm:  
Lake Forest Reads: Ragdale The Tinaja Trail Film Screening  
Part of the city-wide reading program "Lake Forest Reads: Ragdale 2014," join us for the midwest premiere of [The Tinaja Trail](#) documentary about the border angels who

#### Related in English

- [Writing at Lake Forest](#)

#### Top Careers for New English Majors

- Teaching
- Writing
- Non-profit administration
- Law
- Journalism
- Advertising
- Publishing



All students in the English department engage in the Classics of Literature Sequence (210: Ancient and Medieval Literature; 211: English Literature 1: The Renaissance and Eighteenth Century; 212: English Literature 2: The Nineteenth and Early Twentieth Centuries), as well as two courses in our American Literature Sequence. From there, paths diverge as students choose the Creative Writing Track or the Literature Track of the major.

Students on the Creative Writing Track are able to hone their skills as poets, fiction writers, and essayists, developing their craft under the mentorship of distinguished novelists and poets.

On both tracks, students receive excellent training in expository writing—the kind of clear, effective prose necessary for success in any career. The English department also works to develop students' writing skills across the College by co-administering the College's Writing Program in concert with the [Writing Center](#).

In addition to off-campus study and internships, students take active roles in the [Lake Forest College Press](#) and the [Lake Forest Literary Festival](#).

#### DEPARTMENT NEWS



### Burroughs bash

The famed Chicago Humanities Festival has partnered with Lake Forest College to mark the 100th birthday of Beat icon William S. Burroughs, America's "most audacious writer."



### An act of unwanted plagiarism

In a Huffington Post column, Professor of English Davis Schneiderman, normally a believer in playing with others' words and appropriating text, chides an imposter who claims Davis's father died, when in actuality, Phil Schneiderman is

very much alive. Read his view on the matter in this post [here](#).



### Best indie publisher

Chicago magazine named Curbside Splendor Publishing—headed up by Visiting Assistant Professor of [English](#) Jacob Knabb—the "Best Indie Book Publisher" of 2014.

[Show 3 more...](#) (53 total)

put water out for immigrants crossing the desert into the United States; music by Professor Don Meyer.

OCT  
28

6:00pm:

Lake Forest Reads: Ragdale Keynote Lecture with Luis Alberto Urrea  
Part of the city-wide reading program "Lake Forest Reads: Ragdale 2014," join us for the keynote lecture with author Luis Alberto Urrea in the Lily Reid Holt Memorial Chapel. This event is free and open to the public. Professor Gizella Meneses will introduce the speaker.

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### Department Staff

Luisa Espinosa-Lara  
*Administrative Assistant*  
847-735-5265  
[lespinosa@lakeforest.edu](mailto:lespinosa@lakeforest.edu)

## Faculty

### [Richard Mallette](#)

Distinguished Service Professor of English

**Areas of Study:** English literature, Renaissance studies

### [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

### [Benjamin Goluboff](#)

Associate Professor and Chair of English, Chair of Print and Digital Media

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

### [Carla Arnell](#)

Associate Professor of English

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

### [Joshua Corey](#)

Associate Professor of English

**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.

### [Dustin Mengelkoch](#)

Assistant Professor of English, Chair of Medieval and

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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.

## **Renaissance Studies**

**Areas of Study:** Ancient and Early Modern Literature, Neo-Latin, History of the Book, Literary Criticism

### **Jacob Knabb**

**Visiting Assistant Professor of English**

**Areas of Study:** Publishing, Creative Writing, American literature, Chicago literature and history

### **Tracy McCabe**

**Senior Lecturer in English**

**Areas of Study:** women's studies, writing

**Natalie Kalich**

**Lecturer in English**

**Areas of Study:**

**Timothy Cook**

**Lecturer in English**

**Areas of Study:**

### **Rebecca Makkai**

**Lecturer in English**

**Areas of Study:** creative writing

**Jennifer Stockdale**

**Lecturer in English**

**Areas of study:**

### **Jessica Berger**

**Lecturer in English**

**Areas of Study:** creative writing

## **EMERITI FACULTY**

### **Kenneth C. Bennett**

**Professor of English, Emeritus**

**Areas of Study:** Shakespeare

### **Bernice Gallagher**

**Director of Writing Programs, Emerita**

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



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## 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

[VIEW ALL](#) ▶  
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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

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### **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) 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: 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 Chesnutt, 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

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### **ENGL 226: Contemporary Memoir as Literature**

In recent years, the genre of memoir has become extremely popular. What does this popularity say about contemporary American culture? Why do many writers tell highly personal stories of their lives? And why do people read them? As we analyze significant memoirs of the last two decades, we will also consider the controversy over whether memoirs are 'true' accounts, as well as the diversity of forms and styles used by writers of the genre.

### **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) 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. 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: Moliere to Chekhov**

This required course for theater majors examines the history of drama and theater from the comedies of Moliere to the beginning of twentieth-century realism in the plays of Ibsen and Chekhov. 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. Offered yearly in the fall. Prerequisite: THTR 230.  
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 237: Hist Drama III: Shaw to Kushner**

An exploration of modern and contemporary works from the early twentieth century to the present by authors such as Shaw, Pirandello, O'Neill, Brecht, Inge, Rice, Odets, Wilder and Miller. Theories of Realism, Expressionism, and others will be examined in context with the social and cultural events that inspired them.  
Cross-listed as: THTR 232

### **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

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### **ENGL 241: African American Drama & Theater**

This course surveys the work African American theater artists from the nineteenth century to the present day. Playwrights surveyed may include Richardson, Hughes, Hansberry, Childress, Bullins, Baraka, Fuller, Wilson, Cleage, Shange, and Parks. Readings are supplemented by field trips to Chicago theaters that feature African American plays. (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 251: Post-colonial Literatures**

A course exploring themes in the literatures of Africa, India, the Caribbean, and the Islamic world from the end of colonialism to the present day. Topics include postcolonial 'writing back' to the literature of empire; nativism; ethnocentrism and the search for an authentic postcolonial voice; cultural hybridity; and the literature of migration and exile. (Meets GEC Cultural Diversity Requirement.)

### **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. Offered every other year.  
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*; Tolstoi, *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 301: The Renaissance**

A study of early modern genres, including works by Parr, Sidney, Spenser, Shakespeare, Donne, and Wroth. Prerequisites: English 210 and 211.

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### **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 eras 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

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### **ENGL 316: Voices of Reform**

A study of African American literature and theory published immediately before and following the Civil War. Readings will focus on identity (re)formation, social order, morality, Northern neo-slavery, institution building, women's rights. Authors will include Booker T. Washington, Ida B. Wells-Barnett, Anna Julia Cooper, Harriet Wilson, Frances E.W. Harper, William Wells Brown, Sojourner Truth, Charles Chesnut, 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 320: 1857: The Year in American Lit**

This course seeks to represent something of the diversity and vitality of American Literature in 1857, the year of the College's founding. Readings will include Stowe's novel of slave rebellion, Dred; samples from Harpers Weekly, founded in 1857; Thoreau's 1857 lectures on radical abolitionist John Brown, and more.

### **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: English 135, or any twentieth-century-focused literature course, or permission of 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 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

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### **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 343: Dramatic Criticism**

Reading and discussion of principles and examples of dramatic criticism, from longer essays in scholarly books, academic journals, and magazines. We will write our own dramatic criticism in response not only to plays on the page, but also to performances on campus and in Chicago theater. Prerequisites: THTR 230, THTR 231. THTR 255 strongly recommended. Cross-listed as: THTR 355

### **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 235.

### **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 363: Children's & Young Adult Literature**

ENGL 363: Creative Writing: Children's and Young Adult Literature

This course is designed to give students the tools they need to write a novel for children ages 7 to 16. We will gain an understanding of the art and craft of the children's novel by reading and analyzing classic works, and by attempting our own novels and receiving feedback on our efforts. Classes will include writing exercises, peer review, feedback on students' work by the instructor, and discussions of techniques used by established authors to create successful novels. The course can accommodate those who have already begun work on a novel, as well as those who have not. (Does not meet GEC Social Sciences requirement. Meets GEC Humanities requirement.)  
Cross-listed as: EDUC 363

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### **ENGL 364: Creative Unwriting & Remix Workshop**

This intermediate writing course explores the principles behind a broad range of contemporary innovative writing methods and styles including remix, mash-up, conceptual, uncreation (a la Kenny Goldsmith), and cut-up techniques. The course starts from the principle that writers do not start with a blank page. Rather, all writing is created from the substance of preexisting artworks. For a generation more familiar with turntables and text messaging than the traditions of classical poetics, this course will explore the former in the context of the latter, offering a philosophical base from which to create, or uncreate, works that respond most deftly to contemporary aesthetics.  
Prerequisite: ENGL 235 or permission of the instructor.

### **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 366: Creative Writing: The Essay**

This course will explore the essay as a unique genre with a special place in the current literary landscape. More nimble than the non-fiction memoir, and more literary than the casual blog entry, the essay allows us to move through the cultural landscape with a probing subjectivity perfectly at home in the new-media age. Yet even as new technologies continually redefine genre, the essay is redefining itself. The course will therefore look at essayists from Montaigne to John Jeremiah Sullivan to explore this form, with a special emphasis on music writing as a thriving subset of the essay. Prerequisite: English 135 or 235.

### **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.

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### **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.)



## English

Faculty

Course Descriptions

Requirements

Requirements before Fall 2010

Lake Forest College Press / &NOW Books

Madeline P. Plonsker Emerging Writer's Prize

Literary Festival

Lecture Series

Writing Contests

Opportunities After Graduation

Our Writing Culture

News and Events

## 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 301: The Renaissance
  - English 302: John Donne and His Contemporaries
  - English 304: The Romantic Period
  - English 305: Victorian Literature
  - English 306: 19<sup>th</sup>- and 20<sup>th</sup>- 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

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- 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 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
- 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 363: Writing Children's Literature
    - English 364: Creative Unwriting and Remix Workshop
    - English 365: Poetry and Nature
    - English 366: Creative Writing: The Essay
    - 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

### Senior Rule

The following rule applies to all seniors majoring or minoring in English: No written work submitted for any course offered within the English department shall be considered acceptable unless it is free of errors in grammar, punctuation, spelling, and usage.



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# Requirements (before Fall 2010)

REQUIREMENTS FOR THE MAJOR AND MINOR – PRIOR TO FALL 2010

## Requirements for the Major:

At least 9 credits

### Literature Track

- Classics of Literature Sequence (to 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
- 2 period courses chosen from:
  - English 300: Medieval Studies: The Chaucerian and Arthurian Traditions
  - English 301: The Renaissance
  - English 302: John Donne and His Contemporaries
  - English 304: The Romantic Period
  - English 305: Victorian Literature
  - English 306: The English Novel
  - English 308: Renaissance Drama
  - English 316: Voices of Reform: Nineteenth-Century African American Writings
  - English 331: The Enlightenment
  - English 341: Romanticism: Revolutions in Self and Society
  - English 345: Nineteenth-Century American Novels
  - English 400: Herman Melville
  - English 401: John Milton
  - English 402: Geoffrey Chaucer
  - English 403: Emily Dickinson
- 1 course chosen from:
  - English 203: Early American Literature
  - English 204: Nineteenth-Century American Literature
  - English 216: African American Literature I
  - English 220: Shakespeare
  - English / Theater 255: Dramaturgy
  - or an additional period course from the list above
- 1 of the following to complete the Senior Studies Requirement
  - English 450: Theory of Literature
  - Senior Thesis
- at least 2 additional courses

Majors in the literature track who plan to do graduate work in literary studies should consult with their advisors and orient their programs toward the period courses and have a reading knowledge of at least one modern foreign language, preferably French or German.

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## Writing Track

- Classics of Literature Sequence (to 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
- 2 courses chosen from:
  - English 203: Early American Literature
  - English 204: Nineteenth-Century American Literature
  - English 216: African American Literature I
  - English 217: African American Literature II
  - English 218: Blues Women in African American Literature
  - English 220: Shakespeare
  - English 230 / Theater 257: Theater History I: Greeks to Shakespeare
  - English 253: Modern Irish Writers
  - English / Theater 255: Dramaturgy
  - English 300: Medieval Studies: The Chaucerian and Arthurian Traditions
  - English 301: The Renaissance
  - English 302: John Donne and His Contemporaries
  - English 304: The Romantic Period
  - English 305: Victorian Literature
  - English 306: The English Novel
  - English 308: Renaissance Drama
  - English 316: Voices of Reform: Nineteenth-Century African American Writings
  - English 322: Modern Poetry
  - English 323: Lake Forest College Press I: Book Editing
  - English 324: Lake Forest College Press II: Book Production
  - English 325: Black Literature of the 1960s
  - English 331: The Enlightenment
  - English 341: Romanticism: Revolutions in Self and Society
  - English 345: Nineteenth-Century American Novels
  - English 400: Herman Melville
  - English 401: John Milton
  - English 402: Geoffrey Chaucer
  - English 403: Emily Dickinson
- English 235: Introduction to Creative Writing
- 1 of the following (after completing English 235)
  - English 330: Advanced Nonfiction Writing
  - English 332: Environmental Writing
  - English 360: Creative Writing: Fiction
  - English 361: Creative Writing: Poetry
  - English 363: Writing Children's Literature
  - English 242 / Theater 270: Playwriting
- 1 of the following to complete the Senior Studies Requirement:
  - English 440: Advanced Writing Seminar/Tutorial: Re-Writing Chicago
  - Senior Thesis
- at least 1 additional course

**For either track:** Special studies courses in which topics may vary from year to year may be taken more than once, but majors may count them only once toward the nine-course minimum for the major.

## Qualifying Examination for Majors

Students declaring the English major will be required to pass a qualifying examination within two semesters of declaring. The examination will involve defining 25 terms descriptive of literary form. These 25 will be drawn from a list of 75 that the department distributes in all its courses. All required 200-level courses in writing and literature will involve discussion of these formal terms. Except in extraordinary circumstances, students will have two chances to pass the exam.

## Requirements for the Minor:

At least 6 credits

- Classics of Literature Sequence (to 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

- 2 period courses chosen from:
  - English 300: Medieval Studies: The Chaucerian and Arthurian Traditions
  - English 301: The Renaissance
  - English 302: John Donne and His Contemporaries
  - English 304: The Romantic Period
  - English 305: Victorian Literature
  - English 306: The English Novel
  - English 308: Renaissance Drama
  - English 316: Voices of Reform: Nineteenth-Century African American Writings
  - English 322: Modern Poetry
  - English 323: Lake Forest College Press I: Book Editing
  - English 324: Lake Forest College Press II: Book Production
  - English 325: Black Literature of the 1960s
  - English 330: Advanced Nonfiction Writing
  - English 331: The Enlightenment
  - English 332: Environmental Writing
  - English 341: Romanticism: Revolutions in Self and Society
  - English 345: Nineteenth-Century American Novels
  - English 360: Creative Writing: Fiction
  - English 361: Creative Writing: Poetry
  - English 400: Herman Melville
  - English 401: John Milton
  - English 402: Geoffrey Chaucer
  - English 403: Emily Dickinson
- At least 1 additional course at 200-level or above

### Senior Rule

The following rule applies to all seniors majoring or minoring in English: No written work submitted for any course offered within the English department shall be considered acceptable unless it is free of errors in grammar, punctuation, spelling, and usage.



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# Entrepreneurship and Innovation



### RELATED PROGRAMS

- [Business](#)
- [Economics](#)
- [Finance](#)
- [Border Studies](#)
- [In the Loop](#)
- [William & Mary Partnership](#)

### RELATED LINKS

The Entrepreneurship and Innovation minor provides students of all majors with additional skills and qualities to differentiate themselves in the competitive workforce.

Anyone from journalists, to lawyers, to teachers, and artists can use an entrepreneurial mindset to creatively solve challenges and adapt to change, just as marketing directors, CEOs, and sales teams use it within their organizations to innovate, find out-of-the-box solutions to complex problems, and achieve success.

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### CONTACT

**Darlene Jaffke**  
*Coordinator of Entrepreneurship and Innovation*  
[jaffke@lakeforest.edu](mailto:jaffke@lakeforest.edu)



- [Omnicon Delta Epsilon](#)



- [Collegiate Entrepreneurship Organization](#)



- [City of Lake Forest Business Accelerator](#)



- [American Marketing Association](#)

The minor offers many opportunities for experiential activities including students working directly with small business clients. The students form project teams conducting extensive market research and then present summaries and recommendations to their clients.

DEPARTMENT NEWS



**Students Partner with Local Small Businesses**

September 30

ENTP346 Entrepreneurial Marketing class works collaboratively with 6 area small businesses analyzing their businesses towards the compilation of a comprehensive marketing and promotional campaign recommendation.



**Anthony Ventura '11 speaks to the need for passion in your entrepreneurial venture**

September 24

Anthony Ventura, '11, CEO & Owner, Beyond the Edge Hockey Development speaks to ENTP120 Introduction to Entrepreneurship class

[Show 2 more... \(8 total\)](#)

**HERE'S WHAT PROFESSIONALS AND OTHERS HAVE TO SAY ...**

*"My perspective on entrepreneurship is that it's not a study but instead a mindset that opens doors and guides career building. This mindset drives passion leading to a profitable business venture."*

- Margarita Pyanichuk '14  
Major: Business  
Minor: Entrepreneurship and Innovation

UPCOMING EVENTS

NOV 24 5:00pm - 8:00pm:  
Client Presentations  
ENTP346 Entrepreneurial Marketing Small Business Client Presentations at Lake Forest City Hall-Council Chambers

NOV 25 5:00pm - 8:00pm:  
Client Presentations  
ENTP346 Entrepreneurial Marketing Small Business Client Presentations at Lake Forest City Hall-Council Chambers

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## Faculty

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 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 the Entrepreneurship and Innovation Program

**Areas of study:** business administration, marketing

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## Entrepreneurship and Innovation

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# 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

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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.



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## 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<sup>^</sup>
- 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: Business Chinese
- 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 21<sup>st</sup> Century
- PSYC 208: Psychology of Career Development
- PSYC 345: Organizational and Industrial Psychology
- SPAN 321: Business Spanish
- THTR 480: The Business of Show Biz
- 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.

<sup>^</sup> 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.

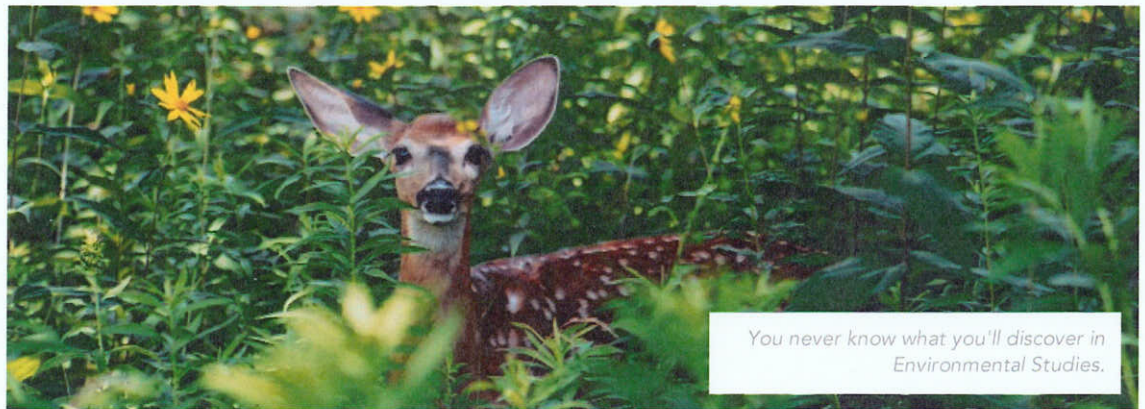
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## Environmental Studies

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# Environmental Studies



The Environmental Studies Program at Lake Forest College gets students out of the classroom and into the field. Students are immersed in an interdisciplinary conversation with their local and global environments, and discover their place within them. Whether it's on-campus initiatives like composting research on behalf of the [the campus garden](#), or volunteering with community organizations like the [Lake Forest Open Lands Association](#), students develop the knowledge and skills to engage with current environmental opportunities and challenges.

The Environmental Studies Program is currently searching for a tenure-track assistant professor Environmental History and Policy. If you are interested please click [here](#).

### Our Program

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### #LFEENVIRONMENTALSTUD



Happy Arbor Day! What a great day to be a #Forester. We had a great turn out to our ceremonial planting today, and managed to get 4 different oaks and a maple in the ground. Thanks to everyone who came out! #arborday #forestry #lfces #plantatree

### CONTACT US

Ravine Lodge, Middle Campus  
847-735-6282

 Join us on [Facebook](#)

 Follow us on [Twitter](#)

 and on [Instagram](#)

LFEnvironment:



All the World is Green:  
<http://t.co/yhP91jqD7>  
via [@YouTube](#)

## Related Links

- [Campus Sustainability Committee](#)
- [Green Initiatives](#)
- [Shooting Star Savannah](#)
- [Ravine Woodlands](#)

Our Environmental Studies Program is an interdisciplinary program that looks at the environment from a diversity of disciplinary perspectives. The environment can be studied as the set of natural systems that determines the health of the planet, or as the variety of ways humans have influenced the environment around them. Our program values the perspectives of many different disciplines from the natural sciences, social sciences, and humanities, and guides students through an interdisciplinary approach to analyzing and addressing environmental issues. Its majors also learn the value of using an interdisciplinary approach to understanding issues in the environment. Majors are encouraged and given the flexibility to develop their individual interests as they can be applied to efforts in environmental studies.

## Find it quick!

Download Senior Survey  
[\(word doc\)](#)

## UPCOMING EVENTS

MAR  
17



7:30pm:  
Ruth Winter Lecture with Gus Speth  
This year's Ruth Winter lecturer is Gus Speth, environmentalist, author, and former Dean of Forestry at Yale University. Titled "Environmental Renaissance: The Need for Something New," his talk will discuss the imperative of a new global environmentalism.

## Learning in and out of the classroom

The Environmental Studies program provides opportunities for students to learn in the classroom and in the [field](#). We currently have students volunteering at several organizations in the city of Lake Forest—including the [Wildlife Discovery Center](#) and the [Lake Forest Open Lands Association](#)—as well as on campus, including the [Lake Forest College Community Garden](#). Students here have the opportunity to direct and develop their interests into real learning experiences.

### DEPARTMENT NEWS



## Diving with sharks

Chicago magazine selected Laura Hilstrom's '00 job as one of the six most "fascinating" in the city.



## Going ants in Chicago

Gabe Trujillo '15 researched the six-legged, elbowed-antennae creatures for his [internship](#) at the Field Museum while studying [In The Loop](#) this spring.



## Digging Revery Prairie

Associate Professor of Environmental Studies [Glenn Adelson](#) and his students have broken ground on a 200-year project to restore the natural ecosystems that once thrived on the land now housing Lake Forest College.

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## Environmental Studies

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### Department Staff

**Nora Logue**

*Department Assistant*

847-735-6282

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

## Faculty

### [Glenn Adelson](#)

Associate Professor and Chair of Environmental Studies

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

### [Benjamin Goluboff](#)

Associate Professor and Chair of English, Chair of Print and Digital Media

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

### [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

### [Joshua Corey](#)

Associate Professor of English

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

### [Lori A. Del Negro](#)

Associate Professor of Chemistry (on research leave)

**Areas of Study:** analytical chemistry, environmental chemistry

### [Kathryn Dohrmann](#)

Assistant Professor of Psychology

**Areas of Study:** developmental psychology, human sexuality, public health, psychology of gender, environmental psychology

**Ekaphan Kraichak**

Lecturer in Environmental Studies

**Areas of Study:**

**William Silliman**

Lecturer in Environmental Studies

**Areas of Study:**

**Eliza Fournier**

Lecturer in Environmental Studies

**Areas of Study:** biodiversity, agriculture

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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.



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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,

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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 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

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### **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 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

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### **ES 282: Lake Forestry**

The subjects of Lake Forestry are the trees and forests of the Midwest. You will learn the ecology of individual trees and of the forest assemblages that they are part of. Also included in this course are forest history and the history of forestry, the relationship between forest ecosystems and urban and agricultural ecosystems, and current forest conservation and restoration efforts. All classes will be held outside. In 2014, there will be three mandatory weekend field trips: August 30 throughout Lake County, September 26–28 to Northern Wisconsin, and October 17–20 (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: The Science of Human Energy Use**

The Science of Human Energy Use: Exploration, Production, Delivery, and Consumption. This course examines the science of human energy use and its economic and environmental regulation. It begins with the basic physics, chemistry, geology, and biology necessary to understand oil, gas, coal, nuclear, wind, air, and biofuel energy. Topics include the exploration for, production of, delivery, and consumption of each of these energy resources. Also covered are the environmental problems related to energy use and economic development (e.g., nuclear waste disposal, accumulation of atmospheric greenhouse gases, land degradation). (This course satisfies a GEC natural science requirement.) Prerequisites: 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. Prerequisite: Biology 220.  
Credit: one Lake Forest College credit.

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### **ES 361: Environmental Law**

This course will explore basic issues of law and policy involved in the consumption, conservation, and regulation of natural resources. In particular, we will consider how various competing public and private interests in the use and protection of the environment affect legislative, administrative, and judicial decision making. Topics to be discussed include: agency management of environmental risk; civil suits as a means of environmental law enforcement; wilderness and the use of public land; takings and other private property rights concerns; federalism and the environment. Among other statutes, we will examine the National Environmental Policy Act, the Clean Air Act, the Wilderness Act, the Endangered Species Act, and the Toxic Substances Control Act.

### **ES 362: The Political Ecology of Things**

Things — animals, plants, genes, rivers, rocks, planets, molecules — all have the ability to exert influence on their environments. Is there such a thing as agency without intention? What are the political consequences of accepting the agency of things? This course examines the value of understanding the agency of things, also known in the literature as 'object-oriented ontology,' and how that understanding enriches justifications for environmental protection. Possible topics include cows, cotton, genes, the Mississippi River, and carbon. Prerequisites: Any 200-level course in ES, ENGL, PHIL, or POLS.

### **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**

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### **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**

## Environmental Studies

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## 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** 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)
- Molecules, Genes, and Cells (Bio 221)
- Organic Chemistry I (Chem 220)
- Organic Chemistry II (Chem 221)
- Lake Forestry (ES 282)
- Biochemistry (Chem 300)
- The Science of Human Energy Use (ES 316)
- Animal Physiology (Bio 340)
- Developmental Biology (Bio 342)
- Animal Behavior (Bio 344)
- Ecology (Bio 370)
- Earth's Ancient Ecology (Bio 372)
- Community Ecology (Bio 373)
- Conservation Biology (Bio 375)

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- 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)
- 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 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)
- The American West (Hist 310)
- Environmental Law (ES 361)
- The Political Ecology of Things (ES 362)
- 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.

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)
- The Science of Human Energy Use (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)
- Evolution, Ecology, and Environment (ES 220) or Ecology and Evolution (Bio 220)
- Lake Forestry (ES 282)
- Ecology (Bio 370)
- Earth's Ancient Ecology (Bio 372)
- 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)
- 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)
- 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 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)
- The American West (Hist 310)
- Environmental Law (ES 361)
- The Political Ecology of Things (ES 362)
- 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 480)
- Internship with an approved environmental focus

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## Gender, Sexuality, and Women's Studies

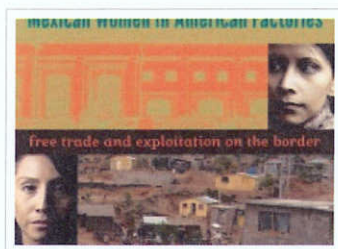
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# Gender, Sexuality, and Women's Studies

Studying at the intersection of disciplines like psychology, sociology, politics, and history, students in Women's and Gender Studies acquire and apply the tools of scholarship in gender and sexuality across their coursework.

Our students and faculty study world's cultures and economies for a deeper understanding of women and men as gendered beings and of ways gender identities are formed and performed. Faculty and students at Lake Forest see value in examining issues of gender and sexuality impacting everyone, especially women.

### DEPARTMENT NEWS



## New book takes critical look at NAFTA's effects on Mexican women workers

Latest work by Carolyn Tuttle, Betty Jane Schultz Hollender Professor of Economics, Director of Border Studies and Chair of the Latin American

Studies Department at Lake Forest College unveils exploitation of Mexican women in U.S. factories.

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### Advisory Committee:

Linda Horwitz, Associate Professor of Communication

Siobhan Moroney, Associate Professor of Politics

Ann Roberts, James D. Vail III Professor of Art

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## Gender, Sexuality, and Women's Studies

Faculty

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Requirements

### Department Staff

**Harriet Doud**  
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**Jenny Davy**  
*Department Assistant*  
847-735-5122  
[davy@lakeforest.edu](mailto:davy@lakeforest.edu)

## Faculty

[Janet McCracken](#)  
Professor of Philosophy, Chair of Self-Designed Major

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

[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, Chair of  
Gender, Sexuality and Women's Studies

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

[Tracy McCabe](#)  
Senior Lecturer in English

**Areas of Study:** women's studies, writing

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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.



## Gender, Sexuality, and Women's Studies

### Faculty

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## 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

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### **GSWS 211: Adulthood & Aging**

Examination of developmental processes associated with adulthood, maturity, and aging. Examination of evidence for continued development throughout the life span. Evidence from a variety of sources is used in examining the person in terms of physical, psychological, social, and cultural influences on development. Prerequisite: Psychology 110.  
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

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### **GSWS 251: Family Structure & Political Theory**

Sexuality, child rearing, marriage, and family construction are crucial issues to political theorists, especially since the family is the fundamental social unit. Through an examination of traditional political theorists, this course 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

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### **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 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

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### **GSWS 372: Queer Theory**

This course will address the contemporary social theories collectively described as 'Queer Theory.' A unifying thread for those theorists generally accepted as working within Queer Theory is the prioritization of gender and sexuality as social ordering devices. Queer Theorists make dualities, power inequalities, and identity performance central to their analyses. The creation, rise, and ultimate deconstruction of these theories will be placed within social and historical contexts. Once the student has a firm understanding of the source and content of Queer Theory we will embark upon an exploration of its application through the investigation of a number of topics that are often peripheralized in the academy. Ultimately, we will question the utility of the theory in light of factors ranging from its dismantlement under deconstruction to the rise of social contingency theory. (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



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## Requirements

Study of the world's cultures and economies benefits from deeper understanding of women and men as gendered beings and analysis of the ways gender identities are formed.

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

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- 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

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### SAAC Members 2014-15:

Samantha Kugler, Harris Miller, Joshua Poncedeleon

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### LFHistory1857:



Professor Gayle presents the first HIP program of the semester, "What Can You Do with a History Major? One Historian's Story," 4 pm today.

# Department of History

As the collective memory of society, history informs us of the intense human struggles that shaped our past and thereby enriches our understanding of the present. History also reveals a diversity of human experience that is worth pondering for its own sake.

Students in history build a strong foundation in global history and also study in depth particular historical periods from ancient to modern times. In many classes students draw upon historical resources available in Chicago, including the Field Museum and the Chicago History Museum, among others.

History majors have gone on to complete graduate programs at several institutions, including Yale University, New York University, Brandeis University, Northwestern University, Tufts University, University of Illinois at Champaign-Urbana, and the University of Virginia.

Our alumni have pursued careers in teaching, government, business and much more.

### [HIP \(History in Progress\) Fall 2014 Calendar of Events](#)

#### DEPARTMENT NEWS



### Historic handshake

Professor of History Emeritus Michael Ebner, in an online article, notes the ways in which baseball was an "agent of social change" in post-WWII America.

### New Internship Available for History Majors

A new [internship](#) has been created at the Lake Forest-Lake Bluff Historical Society, honoring the late Leslie T. Chapman ('79), former Vice President and Treasurer of the College, and Treasurer of the Historical Society. Students interested in working in the museum field are invited to apply.

[Show 2 more... \(24 total\)](#)

## VIEW ALL | MAJORS & MINORS

WHAT OUR HISTORY ALUMNI HAVE TO SAY:



"I think your college experience should expand your mind beyond the goal paycheck. I have wonderful, valuable

complex position as a library director. I doubt my career path would have been nearly as interesting without my history experience at Lake Forest College."

-Amy Badertscher '85, Director of Library Services at Kenyon College

Click [here](#) for the full interview



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## History

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### Department Staff

**Harriet Doud**

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*Department Assistant*

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## Faculty

**[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

**Areas of Study:** East Asian history

**[Anna Trumbore Jones](#)**

Associate Professor and Chair of History

**Areas of Study:** ancient and medieval history

**[Fatima Imam](#)**

Assistant Professor of History

**Areas of Study:** South Asian history

**[James Lundberg](#)**

Assistant Professor of History

**Areas of Study:** American history

**[Catherine Sardo Weidner](#)**

Senior Lecturer in History

**Areas of Study:** American history

**[Voula Saridakis](#)**

Senior Lecturer in History

**Areas of Study:** European history, history of science

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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.

**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

**Mimi Cowan**

**Lecturer in History**

**Areas of Study:** urban and American immigration/ethnic history

EMERITI 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

## History

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## 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.

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### **HIST 208: Europe 1715-1890**

Socio-economic, political, and intellectual and cultural development of Europe from 1715 to 1890. The crisis of the old order in the age of the Enlightenment and the French Revolution. Industrialization, democratization, and modernization in the nineteenth century. The emergence of nation-states, consumer societies, and modern ideologies.

### **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

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### **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 Cold War. 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

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### **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

### **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**

Origins of the European war; Hitler's reorganization of East Central Europe in 1938-39; the war itself, from the 1939 Blitzkrieg against Poland to the fall of Berlin in 1945; the peace settlement and its failures; the onset of the Cold War.

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### **HIST 260: Modern China**

Relying as much as possible on Chinese texts (in translation), this course will examine such topics as China's response to Western imperialism in the nineteenth century; the 1911 Revolution; the May Fourth Movement; the birth of the People's Republic of China; the Cultural Revolution; and the Democracy Movement of the 1980s. (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 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 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.

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### **HIST 306: Civil Rights Movement**

This course focuses on the origins, development, and accomplishments of the civil rights movement in post-World War II America. Particular emphasis will be given to the differences between the struggle for black equality in the south and its northern counterpart. Taught in a seminar format, the class will be both reading- and writing-intensive. Course readings and paper assignments are designed to help students develop a comparative analytical framework and to illuminate the following lines of inquiry: What caused and what sustained the civil rights movement? What changes took place within the movement over time, particularly at the level of leadership? What underlay the radicalization of the movement and what were the consequences? To what extent did the civil rights movement succeed and how do we measure that success today? Finally, how did the black civil rights movement inspire other groups and minorities in American society to organize? Prerequisite: History 120 or History 121. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: AFAM 361, AMER 361

### **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 120 or 121 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 120 or 121, 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 consider topics in the history of Christianity from its origins to the fifteenth century, including the lives of Christ and Paul; the influence of Roman, Germanic, and Celtic religion on early Christianity; doctrinal disputes and heresy; monasticism; the cult of saints; conflicts of church and state; mysticism; reform movements. The course will include regular consideration of medieval Christian art, including images in painting, sculpture, and manuscripts. (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

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### **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 Schlegel.

### **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**

(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

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### **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.



## History

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## 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 REPEATED COURSES

Lake Forest College policy states that students who receive a C- or lower in a course may repeat that course once with replacement of the earlier grade. Normally, students must repeat a course with the same course number. However, in the spring of 2014 the History Department instituted a comprehensive course re-numbering. This could cause confusion among students wishing to repeat a course but finding that it now has a different number. Students in this situation should consult with the chair of History to be sure that they are repeating the same course, regardless of the different number.

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## International Relations

At Lake Forest College, our students and faculty approach global issues like war and peace, development and underdevelopment, and imperialism and national self-determination with an interdisciplinary approach.

Through study in politics, history, economics, sociology, psychology, and foreign languages, our students prepare for positions in U.S. national government and the national governments of other countries, and with inter-governmental institutions, non-governmental institutions, and business enterprises.

### DEPARTMENT NEWS



### Gaining global foothold

Jiaming Liu '16 already has a foothold in her global career working in her second internship related to her double major.



### Bob Dold hosts question-and-answer session

On September 8, Republican Party's candidate for the 10th Congressional District of Illinois Bob Dold hosted a question-and-answer session with students.

[Show 2 more...](#) (17 total)

## VIEW ALL MAJORS & MINORS

### Top Destinations for International Relations G

- commodities trading
- international finance
- public health
- Peace Corps
- PhD and master's degree programs
- law school

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## Faculty

[Jean-Luc Garneau](#)  
Professor of French

**Areas of Study:** linguistics, littérature Québécoise, French literature of the twentieth century, translation

[James Marquardt](#)  
Associate Professor and Chair 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

[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

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### Contacting Faculty

Individual email addresses and phone numbers can be found on each faculty member's profile



## International Relations

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## 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,

### 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

### IREL 349: Topics: U.S. Presidents & Jerusalem

Until 1967, the U.S. accepted the international consensus on the issue of

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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 in 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.



## International Relations

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# Requirements

MAJOR AND MINOR IN INTERNATIONAL RELATIONS

### 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

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### List of electives

Click [here](#) for a list of International Relations Electives for the 2014-15 Academic Year.



## 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 Third World+
- POLS 310: State and Nation Building+
- POLS 311: Comparative Nationalism+
- POLS 317: Transitions to Democracy+
- POLS 318: Topics in Comparative Politics
- 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

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**

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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# Requirements before Fall 2012

## MAJOR AND MINOR IN INTERNATIONAL RELATIONS

Students in international relations must take a core set of courses that will form a firm basis from which to study advanced areas in depth. The core courses will acquaint the student with concepts such as the balance of power, the development of the nation-state system in Europe, non-Western history, basic models of human societies, and basic economic principles.

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### Requirements for the Major:

#### At least 11 credits

- Economics 110: Principles of Economics
- Sociology & Anthropology 110: Introduction to Sociology and Anthropology
- 1 of the following courses:
  - History 212: Europe from the Old Regime to the Modern Era
  - History 213: Europe in the Twentieth Century
- Politics 245: Theories of International Relations
- completion of a foreign language through the 305 or 320 level – required for students whose primary language is English
- at least 2 courses with a comparative perspective to become familiar with differences and similarities among different states and societies – chosen from the following courses:
  - International Relations 280: The Mexican-American Border
  - Politics 210: Politics of Western Europe and the European Union
  - Politics 212: Politics of the Third World
  - Politics 216: The Politics of the Middle East
  - Politics 217: African Politics
  - Politics 219: The Politics of Latin America
  - Politics 310: State and Nation Building
  - Politics 313: Political Islam
- at least 4 additional courses to focus interest on a series of interrelated topics – could be courses, internships, or independent studies
- completion of the Senior Studies Requirement in 1 of the following ways:
  - International Relations 480: Senior Seminar
  - Senior Thesis
  - research project

Students must maintain a C average in courses taken in the major.

### Requirements for the Minor:

At least 8 credits

May be completed in 1 of 2 ways:

- |                              |                              |
|------------------------------|------------------------------|
| ◦ 4 foreign language courses | ◦ 2 foreign language courses |
| ◦ 2 core courses             | ◦ 4 core courses             |
| ◦ 2 comparative courses      | ◦ 2 comparative courses      |

Students should consult course requirements in the major for clarification of core and comparative courses.



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## Islamic World Studies

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# Islamic World Studies



As a program that aims to examine Islam as a faith and civilizing force, the Islamic World Studies program both offers coursework on Islam and encourages students and faculty to incorporate the study of Islam into the College's existing curriculum.

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WHAT OUR STUDENTS HAVE TO SAY:

"The Lake Forest Islamic World Studies program is unique in that it allows students to explore the historical, social, political, and cultural dimensions of the Islamic

Lake Forest has an active [Muslim Student Association](#)

Islamic World Studies offers a variety of programming outside the classroom for students, faculty, and the general public to complement the academic coursework offered to students.

Students who choose this minor gain valuable cross-cultural insights and learn skills in diverse disciplines, often pursuing graduate work in this field or careers in public service, international organizations and NGOs, journalism and business. Added recently, the Associated Colleges of the Midwest now offers an [off-campus study program in Jordan](#), where students can study Middle Eastern and Arabic languages.



ISLAMIC WORLD STUDIES  
LAKE FOREST COLLEGE

world.”

-Aleksa Hacker '09

## Advisory Board

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## DEPARTMENT NEWS



### Notes from Abroad: Maggie in Jordan

October 23

Notes from Abroad is a new feature on the Off-Campus Programs website, in which we highlight small snippets of a student's experience. This week's

feature is from Maggie Biedron '16, an international studies major and Islamic World Studies minor, currently studying abroad at the ACM Jordan program.



### Professor Ghada Talhami speaks on WTTW's Chicago Tonight TV show

July 22

Professor of Politics Ghada Talhami was interviewed on WTTW's Chicago Tonight television show on July 17, 2014 about the escalating conflict in the

Middle East.

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## Islamic World Studies

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## 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

### [Fatima Imam](#)

Assistant Professor of History

**Areas of Study:** South Asian history

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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.



## Islamic World Studies

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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

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[Islamic World Studies Resources](#) »

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 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 286: Islamic Art: Ottomans and Safavids**

Topics in Islamic Art: Art and Architecture of the Ottoman and Safavid Empires. This course is a survey of art and architecture originated from the two great Islamic regional empires: the Mediterranean-based Ottomans and the Safavids in Iran between the 14th and 19th centuries. On a comparative basis, we will look at the formation of royal capitals, the hallmarks of sacred and secular architecture, architectural decoration, sculpture, wall-paintings, ceramics, carpets, woodwork, textiles, and arts of the book created in each empire. We will devote special emphasis to the ways that independent, yet religiously connected cultural ideals and artistic expressions both changed and were changed by particular historical events, promotion of distinct political-ideological programs, dynamics of production, patronage, courtly encounters, and diplomatic and trade relationships within and outside of the Islamic world throughout this period. Finally, we will address the issue of what is Islamic about Islamic art and architectural types. 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

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### **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 318: Globalization and Islam**

This course provides a theoretical framework for understanding the forces of globalization as they affect the Muslim world. The course analyzes the impact of globalization on the Islamic world, including transnational Islamic movements (both violent and peaceful), global Muslim business activities, challenges facing Muslims living as minorities, dilemmas concerning Islamic legal and moral doctrines, changing gender roles in the global era, and issues of human rights. Prerequisite: POLS 110 or consent of instructor. (Meets GEC Cultural Diversity Requirement.)  
Cross-listed as: POLS 316

### **ISLM 320: Topics: Egypt, Quest for Modernity**

(Special Topics in Comparative Politics). Fall 2011 Topic: Egypt, The Quest For Modernity. The course is an overview of the politics of modern Egypt, emphasizing the rich layers of its recent cultural achievements and detailing its struggles to achieve political and economic independence while maintaining its leadership position in the Arab world. Students look into the development of the Communist movement in Egypt; examine the Islamic opposition in Egypt and the interaction between state bureaucratization and fundamentalist ideologies; and take a hard look at one of the main institutions of liberalism and democracy in Egypt, namely, the national press, especially in relation to the Palestine issue. Egypt in the post-Mubarak era is also considered. Prerequisite: POLS 110 or consent of instructor. Meets GEC Cultural Diversity Requirement. Cross-listed as Politics 319.  
Cross-listed as: POLS 319

### **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 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

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## 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



**Pura vida!** Students conduct field research in Costa Rica.

### Off-Campus Study Programs

- [Border Studies Program](#)
- [Granada Semester Program](#)

The Chicago Latino Film Festival, the largest U.S. film festival with a focus on Latin America and Latinos, features over 100 films in a variety of languages, including Spanish, Portuguese, and English. For several years, Lake Forest College has been a partner venue, working with the [Latino Cultural Center of Chicago](#) to bring their films to Chicago’s North Shore.

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Encompassing Mexico, Central America, South America, and the Hispanic Caribbean, Latin America has grown enormously in economic and cultural importance to the United States. Immigration, trade, travel, literary production, and popular culture—these are just a few of the ways in which Latin America is affecting the lives of Americans and just a few of the things our students and faculty are studying.

Many of our Latin American Studies students participate in the [Border Studies Program](#) and the [Granada Semester](#) abroad.

DEPARTMENT NEWS

**Business senior seminar students attend**





### international business luncheons

During the spring semester, students from the Latin American Global Business Senior Seminar attended two luncheon programs presented by the International Trade Association of Greater Chicago.



### Faith and Immigration Lecture

Dr. Daniel Carroll Rodas, Distinguished Professor of Old Testament at Denver Seminary, delivered the talk "Immigration and Christian Faith: Connecting Our Common Humanity with Christian Identity and Mission" for

the annual Latin American Studies lecture on Feb. 6.

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## Faculty

### [Carolyn Tuttle](#)

Betty Jane Schultz Hollender Professor and Chair of Economics and Business, 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:** physiological ecology of plants

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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.

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# Course Descriptions

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### LNAM 202: Chicago: Global/Neighborhood City

'Chicago: Global City/City of Neighborhoods' recognizes that Chicago is both 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 (given our joint expertise in Spanish and Latin American Studies), 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 prerequisite. Cross-listed in American Studies, Latin American Studies, Politics, Spanish, and serves as an elective for Urban Studies. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: POLS 239, SPAN 202, 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 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 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,

### **LNAM 302: The Latin American World**

### **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**

(Meets GEC Cultural Diversity Requirement.)

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### **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

### **LNAM 334: Cine Espanol**

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, GSWS 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



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## 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: Global City/City of Neighborhoods
  - 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 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 336: Latin American Film
  - Spanish 337/Latin American Studies 302: The Latin American

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#### 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 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 336: Latin American Film
- 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.

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### Related to Legal Studies

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## Legal Studies Program

The minor in legal studies provides an interdisciplinary curriculum through which students may explore the different ways societies use legal ideas, policies, institutions, and processes to pursue both justice and order. This minor is an excellent complement to the study of politics, international relations, philosophy, sociology, and environmental studies.

Lake Forest students interested in law, environmental policy, social service, and other fields find the Legal Studies Program gives them the background in politics, philosophy, and writing to excel in law school and other careers.

### DEPARTMENT NEWS



### Bob Dold hosts question-and-answer session

On September 8, Republican Party's candidate for the 10th Congressional District of Illinois Bob Dold hosted a question-and-answer session with students.



### Protests and potholes

As an [intern](#) in the [City of Chicago's](#) 36<sup>th</sup> Ward this summer, Kathleen "KC" Stralka '16 is learning the day-to-day life of a public servant.

[Show 2 more...](#) (11 total)

## VIEW ALL ► MAJORS & MINORS

Our extensive [Pre-Law](#) advising program helps students prepare for the LSAT and for the application process to law school. The committee also offers guidance on selecting applicable courses for a future legal-related profession.

**Lake Forest College offers dual degree programs with these law schools:**

[Chicago-Kent College of Law](#)

[The John Marshall Law School](#)

[Loyola School of Law](#)

[Vermont Law School](#)

### UPCOMING EVENTS

**NOV 13** Economics and legal students talk with alumna Maryiana Zapryanova. Ms. Maryiana Zapryanova, a PhD Candidate at the University of Wisconsin Economics Department, will give a talk titled, "The Effects of Time in Prison and Parole Supervision on Recidivism: Evidence from the Interaction between Judges and Parole Boards."



## Legal Studies

Faculty

Requirements

### Department Staff

**Harriet Doud**  
*Department Supervisor*  
847-735-5121  
[doud@lakeforest.edu](mailto:doud@lakeforest.edu)

**Jenny Davy**  
*Department Assistant*  
847-735-5122  
[davy@lakeforest.edu](mailto:davy@lakeforest.edu)

## Faculty

**[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 of Politics

**Areas of Study:** political theory, American politics

**[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

**[Debra Homer Levis](#)**  
Assistant Professor of Politics, Chair of Legal Studies

**Areas of Study:** American politics and law

**[David Boden](#)**  
Associate Professor of Sociology

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

### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.

April 29



### Digging Revery Prairie

Associate Professor of Environmental Studies [Glenn Adelson](#) and his students have broken ground on a 200-year project to restore the natural ecosystems that once thrived on the land now housing Lake Forest College. [More »](#)

## Legal Studies

### Faculty

### Requirements

## 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 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.

**VIEW ALL** ▶  
**MAJORS & MINORS**

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## Mathematics and Computer Science

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# Department of Mathematics and Computer Science



Computer science students learn about graphics compression from Professor Knuckles.

Professor [Karen Kirk](#) and computer science major Sylwia Dakowicz '13 use computers to mine and analyze data of gene sequences for a [Richter Scholar](#) research project. Professor Kirk received a [National Science Foundation](#) grant to identify telomerase RNA in her study of aging, and several biology students will assist with parts of the research, likely leading to their senior theses.

From the conceptual and analytical skills students gain in upper-level math courses to the practical skills student learn in computer programming, our students are well prepared for careers and advanced study in a number of fields. Students also find natural collaborations among the sciences and with art and communication technologies.

Concepts and techniques of mathematics and computer science play a vital role in everyday life. The curriculum and other activities of the Department of Mathematics and Computer Science reflect this.

### DEPARTMENT NEWS

## Yuen featured speaker at North Central College

Professor of Mathematics David

## VIEW ALL MAJORS & MINORS



After programming the touch, sound, and ultrasonic sensors, Anthony Saam '14, Elizabeth Whitehead '14, and Kevin Spotts '14 (from left to right) prepare their robots for terrain navigation.







Yuen was invited by Lake Forest alum and North Central College math professor Neil Nicholson '02 to be the featured end-of-the-year speaker for the North Central Math Circle lecture series at North Central College, on April 29, 2014. Yuen's talk, titled "Topology of a World," was followed by a group math exercise led by Yuen.

The event was funded by a grant obtained by Nicholson from the Mathematics Association of America.



### Research x 3

Joao Cassamano '15, a native of Angola, Africa, currently is completing his third consecutive summer of [research](#), this time as an [intern](#) at a university of science and technology in Aachen, Germany.

[Show 2 more... \(15 total\)](#)



### MATH AND COMPUTER SCIENCE

Students in the Math and Computer Science department create and compete in their field.

[View full gallery](#)

### UPCOMING EVENTS

**OCT 27** Off-Campus Programs for Students in the Sciences  
Think that you can't participate in an off-campus program because you're a science major? Think again!

Many of our semester-length programs feature coursework, research or internships for science majors.

In addition, there are many summer research opportunities abroad – and some are even paid experiences!

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## Mathematics and Computer Science

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## Faculty

[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

[Ruthane Bopp](#)

Instructor of Mathematics and Registrar of the College

**Areas of Study:** real analysis, algebra

[Enrique Treviño](#)

Assistant Professor of Mathematics

**Areas of Study:** number theory, analytical and computational number theory

[Marvin Johnson](#)

Senior Lecturer in Mathematics

**Areas of Study:** history of mathematics, educational statistics

VIEW ALL ►  
MAJORS & MINORS

### Contacting Faculty

Mathematics & Computer Science offices are located in Young Hall, on the first and second floors. Individual email addresses and phone numbers can be found in each faculty member's profile.

### Department Staff

**Harriet Doud**

*Department Supervisor*

847-735-5121

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

**Jenny Davy**

*Department Assistant*

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

**Nancy Arnold**  
**Lecturer in Computer Science**

**Areas of Study:**

**Vicky Hu**  
**Lecturer in Computer Science**

**Areas of Study:**

**Rathi Ramakrishnan**  
**Lecturer in Computer Science**

**Areas of Study:**

**Min Pak**  
**Lecturer in Computer Science**

**Areas of Study:**

**Alla Podolny**  
**Lecturer in Mathematics**

**Gladys Poma**  
**Lecturer in Mathematics**

**George Pryjma**  
**Lecturer in Education**

**Areas of study:** Math Education

EMERITI FACULTY

**Edward Packel**  
**Professor of Mathematics and Computer Science, Emeritus**

**Areas of Study:** functional analysis, applications of mathematics to the behavioral and social sciences, computer science



## Mathematics and Computer Science

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# Course Descriptions

Other courses:

[Mathematics](#)

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MAJORS & MINORS

## 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.

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### **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

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### **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 an overview, for a sophisticated audience, 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 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

### **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 finite mathematics including linear equations and inequalities, systems of linear equations, matrices, and the graphical method for linear programming. Basic properties and graphs of linear, quadratic, polynomial, rational, exponential, and logarithmic 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.

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### **MATH 210: Multivariable Calculus**

Partial differentiation, the algebra and calculus of vectors, curves and their parameterization, multiple integration, Stokes's and Green's theorem, and applications. Prerequisite: Mathematics 111.

### **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.

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### **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.

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**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.)

## Mathematics and Computer Science

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## 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.

**VIEW ALL** ▶  
**MAJORS & MINORS**

### 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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## Medieval and Renaissance Studies

Faculty

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# Medieval and Renaissance Studies (MARS)

The Medieval and Renaissance periods (c. 500-1600 CE) in Europe and the Mediterranean world saw the transformation of the Roman Empire and the emergence of European nation-states; the rise of two world religions (Christianity and Islam) and the fragmentation of Christianity in the Reformation era; the rise of European exploration and imperialism from the age of the crusades to the age of discovery; revolutions in political theory, theology, and science; and unparalleled achievement in art and



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literature, ranging from Gothic cathedrals to the works of Chaucer, Dante, and Shakespeare. Students exploring this period through their work in the Medieval and Renaissance Studies minor (MARS) will have the opportunity both to study the foundations of familiar aspects of modern Western culture (universities, parliamentary government, the novel) and to experience the more exotic elements of the period.

Students pursuing the minor have the opportunity to take classes across a number of departments and programs, in order to achieve a rich and multifaceted understanding of this complex era. At a local level, those in the minor will be able to take advantage of the vast collections of medieval and renaissance art and material culture at the Art Institute of Chicago and the Newberry Library. On an international level, those in the minor will be able to apply their course work from study abroad programs, especially the [ACM's London and Florence](#) program. (Your [MARS advisors](#) are more than happy to talk with you about study abroad options!)

*(The caption above is Dante Alighieri Reading from the Divine Comedy, painting by Domenico di Michelino, 1465; credit: Alinari-Mansell/Art Resource, New York)*

## Courses Offered 2014-15:

### Fall 2014

[Art History 212](#): Renaissance Art (WF 1-2:20PM)

[English 210](#): Ancient and Medieval Literature (MWF 10-10:50AM; or MWF 11AM-11:50PM; or TR 9:30-10:50AM)

[English 211](#): Renaissance and Eighteenth-Century Literature (MW 2:30-3:50PM)

[History 326](#): Identity / Body / Persecution in Medieval Europe (WF 2:30-3:50 PM)

[Theater 230](#): History of Drama I, Greeks to Shakespeare (TR 2:30-3:50PM)

### Spring 2015

[English 210](#): Ancient and Medieval Literature (TR 1-2:20 PM)

[English 211](#): Renaissance and Eighteenth-Century Literature (MW 2:30-3:50PM; or TR 9:30-10:50AM)

[English 220](#): Shakespeare (TR 2:20-3:50PM)

[History 246](#): Renaissance and Reformation (MWF 11-11:50AM)

[Theater 236](#): Shakespeare (TR 2:20-3:50PM)

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## Medieval and Renaissance Studies

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## Faculty

FACULTY

### [Richard Mallette](#)

Distinguished Service Professor of English

**Areas of Study:** English literature, Renaissance studies

### [Richard Pettengill](#)

Associate Professor and Chair of Theater

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

### [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

### [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

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## Medieval and Renaissance Studies

### Faculty

### Requirements

## 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 301: The Renaissance
  - English 302: John Donne
  - English 308: Renaissance Drama
  - English 309: The Chaucerian Tradition
  - English 310: The Arthurian Tradition
  - English 338: Renaissance Humanism
  - 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

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# Modern Languages and Literatures



We define culture broadly to include both the academic and the everyday. Guided by creative and enthusiastic faculty committed to language immersion, students explore topics ranging from literature and film to politics to cuisine.

Today, students may study francophone or latino literature; tomorrow, they may learn French or Spanish "business-speak". Cultural immersion and potential internship experience complement the student's program of study, through the Lake Forest [Beijing](#), [Granada](#) and [Paris Programs](#).

Because of our close ties to

### Majors & minors

- French
- German Studies (minor only)
- Spanish

### Other offerings

- Arabic

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[Spring 2014 Tutor Schedule](#)

### Weekly Language Tables

Chinese Table: Pierson C  
Wednesdays 12:00pm-1:00pm

French Table: Pierson B  
Wednesdays 12:00pm-1:00pm

Spanish Table: Pierson C  
Tuesdays 12:00pm-1:00pm

PHOTOS FROM MODERN LANGUAGES

[View full gallery](#)



Polynesian writer, professor and choreographer Kareva Matéata-Allain visits French 330 during a three-day visit to the College this past October.



Chicago's cultural institutions, students pursue internships with organizations like the Alliance Française and the Chicago Latino Film Festival. Academic excursions to immigrant neighborhoods like Chinatown and Pilsen, allow students to meet and learn from native speakers.

We offer coursework in Arabic, Chinese, French, German, Japanese, and Spanish as well as occasional courses in Italian and Portuguese and we strongly encourage language majors to [study abroad](#).

#### DEPARTMENT NEWS



### Lois Barr's poetry chapbook published

Associate Professor of [Spanish Lois Barr's](#) chapbook, *Biopoesis*, was recently published by *Poetica Magazine*.



discussion in English and French.

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- Chinese
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- Foreign Civilizations
- Italian
- Japanese
  - [Concentration in Japanese Language with Asian Studies Major/Minor](#)
- Linguistics
- Literature
- Portuguese

## Study in Granada



Ashley Gora '13 on her teaching internship in Granada fall 2012

Read more about the [Granada Program](#)

## Study in Paris



Students studying abroad in Paris recently visited the Chateau de Chambord in Loire Valley with Professor Maria Al Salem. *Submitted by Katelyn McAuliffe '15.*

Read more about the [Paris Program](#)

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## Modern Languages and Literatures

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## Faculty

[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 and 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

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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.

### Department Staff

Luisa Espinosa-Lara  
*Administrative Assistant*  
847-735-5265  
lespinosa@mx.lakeforest.edu



**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

**Beth Sanchez**

**Lecturer in Spanish**

**Areas of Study:**

**Hassen Bettaieb**

**Lecturer in Arabic and French**

**Area of Study:** Arabic

**Clara Herrera**

**Lecturer in Spanish**

**Area of Study:** Latin American Colonial Literature, Spanish Language

**Hung Li**

**Lecturer in Chinese**

**Area of Study:** Chinese language

**Eiko Ichinose**

**Lecturer in Japanese**

**Area of Study:** Japanese language

**Valerie Makkai**

**Lecturer in French**

**Areas of Study:**

**Laura Gabriel**

**Lecturer in French**

**Areas of Study:**

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

## Modern Languages and Literatures

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## Course Descriptions

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### 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 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

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: Business Chinese**

This course develops students' Chinese proficiency in a business environment. Students continue to develop an adequate set of language skills in a communicative 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, 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. (Meets GEC Cultural Diversity Requirement.)

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

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## 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.

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: Modern Period**

A study of the literary movements and figures that have characterized the nineteenth and twentieth centuries, an age of individualism, industrialism, and the Great Wars, with a special emphasis on particular themes or problems. Prerequisite: French 212. (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.)

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### **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

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### **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 Francaise, and the Services Culturels Francais 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.

## 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 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. 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,

### SPAN 202: Chicago: Global/Neighborhood City

'Chicago: Global City/City of Neighborhoods' recognizes that Chicago is both 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 (given our joint expertise in Spanish and Latin American Studies), 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 prerequisite. Cross-listed in American Studies, Latin American Studies, Politics, Spanish, and serves as an elective for Urban Studies. (Meets GEC Cultural Diversity Requirement.)  
Cross-listed as: POLS 239, LNAM 202, AMER 226

### 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 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 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

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### **SPAN 305: The Civilization of Spain**

This course is an introduction to the history, art, music, literature, and customs of Spain. Course conducted in Spanish. Prerequisite: 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: Advanced Grammar**

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

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### **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.)

### **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 336: 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. 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. The course will be conducted in English, but students may choose to read texts and/or write papers in Spanish or Portuguese. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: LNAM 336

### **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.)

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### **SPAN 338: Cine Latinoamericano**

An interdisciplinary study of Latin American film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. Classes will be based mainly on discussion interspersed with occasional lectures. (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



### **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, García 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 Steimberg will be studied. Prerequisite: a 300-level Spanish course. (Meets GEC Cultural Diversity Requirement.) Cross-listed as: LNAM 400, GSWS 400

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### **SPAN 425: Latin American Culture**

A study of Latin American societies from multiple perspectives: historical, political, economic, and artistic. Course materials will include readings and lectures on a wide variety of topics, discussions, films, video, slides, and music. Prerequisite: 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.)



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## Modern Languages and Literatures

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## Requirements

### MODERN LANGUAGES AND LITERATURES MAJORS

Majors are available in French and Spanish. Available minors within the department include 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

- o 1 course on the 200-level
- o 6 courses on the 300- and 400-levels.
- o 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 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.

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## 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.

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## Music

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- News and Events

# Department of Music



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Reid Hall, Middle Campus  
847-735-6147

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Music students at Lake Forest explore the musicians they are and will become. Through opera or hip hop, violin or harmonica, students collaborate with professors whose own interests range from world music to electronica.

Students interested in performing can participate in established choirs, orchestra, and percussion ensemble. Faculty encourage students to start their own music groups of any genre.

With the [Lyric Opera](#), [Chicago Symphony Orchestra](#), and numerous jazz, blues, folk, and house music venues nearby, Chicago provides opportunities for music enjoyment, study, and internships.

#### DEPARTMENT NEWS



### Edgar, Grady earn top music research-presenter spots

Assistant Professor of [Music](#) and Chair of Music Education Scott [Edgar](#) and Visiting Assistant Professor of Music Melissa Grady earned the only research-presenter

spots at the 2015 Illinois Music Education Conference.

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MAJORS & MINORS

#### QUICK LINK

[Department of Music Education](#)

#### Top Jobs for Music Grads

- K-12 music educator
- Music therapy
- Freelance performing and composing in many genres
- Recording studios
- Private studio teaching
- Music publishing
- Business administration
- Research and development
- Graduate School in Music, English, Education, Medicine, and Library Science





## African Drumming Circle efforts expand to water purification

Teaching Associate in Music Helen Bond's Motherland Rhythm Community has expanded their Benkadi Project beyond education. They have helped the people of Guinea with emergency

relief supplies, food, electricity, water, and much more.



## Helen Bond performs on WBEZ

Lecturer in Music Helen Bond was a guest on WBEZ to discuss her not-for-profit, the Benkadi Project, which finds ways to provide clean water to people in Guinea, West Africa. Bond co-founded the organization after visiting Guinea to

study traditional hand drumming and seeing firsthand that her help was needed.

[Show 3 more... \(27 total\)](#)

## UPCOMING EVENTS

**DEC 2** Wassa Wassa! West African Drumming Ensemble  
7:00pm



Lake Forest College Lyrica Concert: Axiom Brass Quintet  
3:00pm

**DEC 9** Band and Orchestra Concert  
7:30pm

**FEB 27** Band and Orchestra Concert  
7:30pm

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### Department Staff

**Kathi Siebert**  
Department Assistant  
847-735-6147  
[ksiebert@lakeforest.edu](mailto:ksiebert@lakeforest.edu)

### Related in Music

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## Faculty

Given its teaching focus, the music department at Lake Forest takes seriously its responsibility to expose and challenge students to the diverse breadth of musical discourse at work in our world.

### [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

### [Melissa Grady](#) Visiting Assistant Professor of Music

**Areas of Study:** music education, choir

### [Lloyd King](#) Lecturer in 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

### [Helen Bond](#) Lecturer in Music

**VIEW ALL** ▶  
**MAJORS & MINORS**

### Contacting Faculty

Music Department offices and rehearsal facilities are located in Reid Hall.

Individual email addresses and phone numbers can be found in each faculty member's profile.

**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

Other courses:

[Applied Music Courses](#)

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MAJORS & MINORS

### 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.

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.

Cross-listed as: THTR 128

### **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.

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### **MUSC 150: Fundamentals of Music**

Introduction to elements and basic principles of tonal music: notation, intervals, scales, rhythm, meter, melody, and harmony. Emphasis on listening and creative work. No prerequisite, but some musical experience is helpful.

### **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 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

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### **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 American Studies 265.)

### **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 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

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### **MUSC 273: Teaching Instrumental Ensembles**

MUSC 273: The Art of Teaching Instrumental Ensembles. This course introduces students to the techniques of teaching bands and orchestras. This course is intended to provide students with a strong foundation of both skill and conceptual understanding in order to prepare them for a career in instrumental music education. It 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.

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### **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 piano, organ, orchestral instruments, and voice. For credit or noncredit weekly lessons of one-half or one hour, an additional fee is charged. See Undergraduate Tuition and Expenses for details. A fee waiver may be granted for those students actively participating in a Music Department Ensemble, at the discretion of the ensemble director. Waivers are also available for music majors and minors. See your Music Department advisor for more details. The student must satisfactorily complete at least twelve weekly lessons and participate in both a workshop and recital each semester. Either a half credit or quarter credit is earned after each semester, depending on lesson length. This course is graded on a letter-grade basis. 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 112: Applied Music**

Continuation of MUSA 111.

### **MUSA 211: Applied Music**

Continuation of applied music study. Prerequisite: MUSA 112.

### **MUSA 212: Applied Music**

Continuation of MUSA 211.

### **MUSA 311: Applied Music**

Continuation of applied music study. Prerequisite: MUSA 212.

### **MUSA 312: Applied Music**

Continuation of MUSA 311.

### **MUSA 411: Applied Music**

Continuation of applied music study. Prerequisite: MUSA 312.

### **MUSA 412: Applied Music**

Continuation of MUSA 411.



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# 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.

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### Music and...

A major in music can be paired with most other programs on campus. Here are some frequent pairings:

- Music & Psychology
- Music & English
- Music & Education
- Music & Computer Science
- Music & Soc/Anthro
- Music & Business



## 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

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## Music Education

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# Music Education



### CONTACT US

Music education offices are located in Reid Hall.

Individual email addresses and phone numbers can be found in each faculty member's profile.

Assistant Professor [Scott Edgar](#),  
Coordinator of Music Education  
847-735-6147



The study of music education at Lake Forest combines music theory, history and culture of music, and music performance with rigorous study in the practical art of teaching strings, winds and percussion, elemental and secondary general music, and instrumental and choral ensembles.

Music education students are exposed to a strong, flexible major they can complete in four years. Additionally, they will be equipped to teach a range of music classes — from band to choir to orchestra to general music — to students of all ages, K-12.

The College's award-winning [education program](#) is one of the best in Illinois, with a high post-graduation employability rate: last year, 95% of Lake Forest education grads got jobs in educational settings.

What distinguishes a music education degree at Lake Forest?

- Intensive one-on-one study with distinguished faculty
- Broad curriculum with specialization in instrument or voice
- Internships and practica in urban and suburban schools

## VIEW ALL ▶ MAJORS & MINORS

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### DEPARTMENT NEWS



**New music education major becomes Lake Forest's tenth teacher licensure program**

Students interested in studying music education, look no further. Lake Forest's newest major recently earned unanimous approval from the Illinois State Board of Education, which dubbed it a "model" program. 

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## 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

[Melissa Grady](#)

**Visiting Assistant Professor of Music**

**Areas of Study:** music education, choir

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### Contacting Faculty

**Music education offices are located in Reid Hall.**

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## Course Descriptions

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### **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



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## Neuroscience

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# Neuroscience



Interdisciplinary focus that synthesizes connections between brain, mind, and behavior.

By studying how cells manipulate proteins, [Professor Shubhik DebBurman](#) and his students hope to better understand why some proteins change shape and cause incurable neurological diseases like Parkinson's. Many of Professor DebBurman's students have had the opportunity to co-author publications with him on this research and to turn their lab work into research projects and senior theses.

Neuroscience is one of the fastest growing areas in science and combines the rigorous study of psychology with biology. Few subjects can better integrate the sciences and connect it with humanities and social sciences. Our students explore brain function in depth and address current ideas regarding sensation and perception, affect, thought, behavior, and psychiatry and neurology.

Neuroscience students pursue independent [original research with faculty](#) on topics as diverse as neural plasticity, human memory, applied cognitive psychology, child development, evolution of animal behavior, neurodegenerative disease, cellular physiology, and the genetics of organ development. While this research-rich and practical interdisciplinary training provides an excellent background for launching into the graduate health professions, including medical school, it also prepares graduates for diverse scientific and



First-year neuroscience students conduct brain outreach with North Chicago fifth graders.

## VIEW ALL ▶ MAJORS & MINORS

### UPCOMING EVENTS

- FEB 12** 4:15 p.m.:  
Neuroscience Seminar  
Series: Estrogen actions in the brain and epilepsy
- MAR 30** 4:15 p.m.:  
Neuroscience Seminar  
Series: Alzheimer's Disease-  
A tale of two proteins

[Show 1 more... \(3 total\)](#)

### Top Neuroscience Careers

- Academia
- Medicine
- Pharmaceuticals
- Biotechnology
- Law
- Science Writing
- Public Policy and Health
- College/K-12 Education
- Allied Health Professions
- Marketing & Sales
- Clinical Psychology
- Ethics

### Related in Neuroscience

- [Biology](#)
- [Psychology](#)
- [Philosophy](#)
- [Chemistry](#)
- [Pre-health](#)
- [Research at Rosalind Franklin](#)
- [Synapse](#)
- [Eukaryon Journal](#)
- [Nu Rho Psi](#)
- [Chicago Society for Neuroscience](#)
- [Society for Neuroscience](#)
- [Neuroscience Program on Facebook](#)



other professions.



The 2014 Lake Forest College student-organization-of-the-year **SYNAPSE** fosters a vibrant student and faculty community focused on public education and outreach on neuroscience issues. Academic excellence is rewarded by selection to the national neuroscience honorary **Nu Rho Psi**. In 2013, our college chapter was awarded the

National Chapter-of-the-Year at the annual Society for Neuroscience meeting. Majors enjoy a strong focus on critical writing and persuasive communication by participating in the award-winning student research journal **EUKARYON**.

Many neuroscience majors study abroad at the **University of Auckland in New Zealand** (where they take neuroscience courses and can engage in neuroscience research), or **France, China, Tanzania** or **Costa Rica**. Some pursue off-campus study in Chicago, many conduct research at nearby **Rosalind Franklin University of Medicine and Science**, and most engage in **community outreach**, and partner with **North Chicago elementary schools** for K-6 education.

The program sponsors a **robust seminar series** that features national experts in neuroscience and neurology/psychiatry. Our majors regularly receive recognition from professional societies, at the local and national level, for their scholarship and educational outreach activities, and many have become **published scholars**.



They annually interact with scientific professionals and the research community at the **Chicago Society for Neuroscience conference**. In 2011-2014 alone, they have won five research prizes at Chicago area conferences and the **Brain Awareness Week Award** from the **international Society for Neuroscience (SfN)**.



## Why study neuroscience?

The College's magazine **Spectrum** featured a Neuroscience cover in summer 2013: [read how LFC alumni and faculty are engaged in brain-related research](#).

Also, read this [news story](#) in the **2011 Eukaryon issue** on why neuroscience majors are drawn to this exciting major!

### MEET OUR MAJORS AND MINORS



**Jessica Dudley '14**  
Chicago, IL  
Neuroscience major  
Philosophy minor

"Once in my freshman year of high school, my science teacher brought out a mink for dissection. I was one of the few students excited to dig my dissecting knife into this dried creature. This came as no surprise to me, as I have always been interested in animal anatomy/physiology. My freshman year of college, I was introduced to a new aspect of human anatomy – the brain and the mysteries that could destroy it. Now a senior, I have served as a summer research assistant, researching the relationship between music and brainwaves via EEG, and performed research that will hopefully become a senior thesis. My next goal is to gain graduate training in nursing and eventually earn a Doctor of Nursing Practice. The neuroscience major has

## Want to know more about the major?

**Neuroscience Declaration Day**  
5:30-6:45 pm, October 6, 2014  
Johnson 200

- Interdisciplinary research? Pre-Health? Think Neuroscience!
- Want to know program faculty, students, & alumni?
- Explore internships, research, study abroad opportunities
- Join intermingling student groups that outreach & educate

If you like what you see, we'll treat you!

- Declare a major or minor
- Gain an advisor
- the big bonus!!!

**Diverse Careers, Diverse Plans!**  
A Professional Preparation Panel

<b>Monica Johnson '12</b> PhD in Neuroscience The College of William & Mary	
<b>Isabella Benjamin '12</b> MD/PhD (Physician Scientist) The College of William & Mary	
<b>Judy Bush '13</b> Masters in Public Health University of Illinois at Chicago	
<b>Jessica Dudley '14</b> Neuroscience Major University of Illinois at Chicago	
<b>Edith Herman '15</b> Graduate Student University of Illinois at Chicago	
<b>Maria Tapanila '15</b> Masters in Nursing University of Illinois at Chicago	
<b>John Winkler '15</b> Masters in Kinesiology University of Illinois at Chicago	

THREE PRIZES IN PHARMACOLOGY at 6:45 PM, Johnson 200

## What are our recent graduates doing?

- PhD in Neuroscience
- Doctor of Pharmacy
- Doctor of Medicine
- MD/PhD (Physician Scientist)
- Veterinary Medicine
- K-12 Science Teacher
- Clinical Neuropsychology
- Masters in Public Health
- Scientist, Biotech Co.
- Masters in Nursing
- Masters in Kinesiology

### STUDENT SCHOLARS



## Seven in a row

The Lake Forest College record at the Midwest's premier pharmacology meeting continued unblemished for the seventh straight year. Charles Alvarado '16 earned the first prize among undergraduates for his Parkinson's disease research at the **27th Annual Great Lakes Chapter of the American Society of Pharmaceutical and Experimental Therapeutics (GLC-ASPET) meeting** held at Rosalind Franklin University of Medicine and Science (RFUMS) on Friday, June 13.

## Photo Galleries



Neuroscience students are actively engaged as scholars inside and outside the classroom. Click on these galleries to get a taste of our activities throughout the year!

given me a great deal of discipline, biological knowledge, and research experience to push me into this next step.”

Learn more about our [majors and minors »](#)

#### DEPARTMENT NEWS



### VIDEO: Faculty talks at 2014 Glassman Symposium

Watch a video of several Lake Forest faculty presentations at the annual Glassman Symposium during the 2014 Brain Awareness Week in November.

- [Evolution, Brain and Disease Symposium](#)
- [Induction of Nu Rho Psi](#)
- [Debating ethical dilemmas](#)
- [Conducting medical research](#)
- [Conducting K-6 outreach](#)
- [Acting as famous scientists](#)
- [Part of the LFC Symposium](#)
- [Attending a brain meeting](#)
- [Learning from human brains!](#)



### Strong foundation

Just 10 years after graduating from Lake Forest, Dr. Nijee Sharma Luthra '04 is serving a fellowship at one of the top neurology departments in the world.

[Show 2 more... \(78 total\)](#)

[View all program news »](#)



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### Department Staff

**Marion Hughes**  
*Department Assistant*  
 847-735-5090  
[hughes@lakeforest.edu](mailto:hughes@lakeforest.edu)

**Elizabeth Herbert**  
*Laboratory Supervisor*  
 847-735-6045  
[herbert@lakeforest.edu](mailto:herbert@lakeforest.edu)

## Faculty

Given the program's interdisciplinary focus, the neuroscience faculty at Lake Forest stress the examination of the relationship of brain, mind, and behavior from diverse academic perspectives.

### [R. Sergio Guglielmi](#) Professor of Psychology

**Areas of Study:** medical and health psychology, clinical psychology, cognitive-behavioral therapy, psychophysiology, personality

### [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

**Areas of Study:** cognitive psychology, learning and memory, research methods and statistics

### [Shubhik DebBurman](#) Professor of Biology, Chair of Neuroscience

**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

### [Rui Zhu](#) Associate Professor of Philosophy, Chair of Asian Studies

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

VIEW ALL ►  
 MAJORS & MINORS

### Contacting Faculty

Neuroscience offices are located in the Johnson Science Center and in Hotchkiss Hall.

Individual email addresses and phone numbers can be found in each faculty member's profile.

### 2013-2014 Core Committee:

Professor of Biology Shubhik K. DebBurman, **Program Chair**

Professor of Biology Anne E. Houde

Associate Professor of Psychology Matthew R. Kelley

Professor & Chair of Biology Douglas B. Light

Associate Professor & Chair of Psychology Naomi Wentworth

### Associated Faculty:

Professor of Psychology Sergio Guglielmi

Associate Professor of Biology Alexander Shingleton

Associate Professor of Philosophy Rui Zhu

### 2014-2015 Student Academic Advisory Committee:

Sarah Chiren '16

Khadijah Hamid '16

**Naomi Wentworth**

**Associate Professor and Chair of Psychology**

**Areas of Study:** developmental psychology, aging, motivation, brain function in attention, mathematical psychology, infant development

**David J. Rademacher**

**Visiting Assistant Professor of Psychology**

**Areas of Study:** structural plasticity, addiction, Parkinson's disease, research methods, statistics, history of psychology

**Lukasz Konopka**

**Lecturer in Neuroscience**

**Areas of Study:**

**Jason Pitt**

**Lecturer in Biology**

**Areas of Study:**

Alexandra Roman '16

Alternate:

Saul Bello Rojas '16

**FACULTY NEWS**

**[Prof. Guglielmi wins \\$84,000 grant for bilingual education research](#)**



Lake Forest College Professor of Psychology Sergio Guglielmi has received an \$83,430 grant from the [U.S. Department of Education, National Center for Education Research](#), to fund his research on the academic achievement of Limited English Proficient students. Guglielmi was the only faculty member from a liberal arts college among the 52 awards granted by the Center for fiscal year 2009. [More »](#)

[Psychology Professor Matt Kelley's research shows enhanced memory for censored lyrics](#)

[Biology professor Anne Houde receives \\$200,000 research grant](#)

[College joins prestigious group of Parkinson's research grant recipients](#)

[Graduates get neuroscience research published](#)

## Neuroscience

### Faculty

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### Brain Awareness Week

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## Course Descriptions

### 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 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

VIEW ALL ►  
MAJORS & MINORS



### **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

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### **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 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 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

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### **NEUR 481: Sr Sem: Oncology**

(Senior Seminar: Oncology) This course will examine characteristics of cancer at the cellular and organismal levels, as well as investigate the current methods of treatment and prevention of cancer. This will involve intensive library research, report writing, and student led discussions and presentations. Two 80-minute meetings per week. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.

Cross-listed 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 acterial 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.

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## Neuroscience

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### Current Double Majors

- [Biology](#)
- [Psychology](#)
- [Education](#)
- [Philosophy](#)
- [Math](#)
- [Computer Science](#)
- [Chemistry](#)
- [Spanish](#)
- [Environmental Studies](#)
- [Asian Studies](#)
- [Music](#)
- [Religion](#)
- [Economics](#)

## 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 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 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*

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MAJORS & MINORS

Strengthen your neuroscience curriculum with a [research experience](#):



**Michael Zorniak'07**

Ph.D. in Neuroscience  
University of Wisconsin-Madison  
Postdoctoral scientist, Scripps  
Research Institute

*"Neuroscience at Lake Forest College naturally integrates itself into the liberal arts curriculum. This comprehensive education gave me the confidence and ability to enter any field of study. It built a solid foundation that carried me through biomedical research experiences at Loyola University Stritch School of Medicine studying pharmacological therapeutics for Alzheimer's disease followed by a senior thesis at Lake Forest College investigating the fundamental mechanisms of Parkinson's disease. I completed my Ph.D. in neuroscience at*



### 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.

*University of Wisconsin-Madison, where I uncovered the molecular hallmarks of newly discovered brain tumor stem cells in the Department of Neurological Surgery and Chemical Engineering. Neuroscience at Lake Forest College gave me a diverse skill set to unite my Ph.D. thesis project among two drastically different academic departments”.*

### Did You Know?

- Like Michael above, more than 70 life science students have engaged in neuroscience-related internships and summer research experiences since 2003
- Our students, including Michael, have annually won prizes at regional and national conferences for presenting neuroscience research since 2004
- Other recent alums are also currently pursuing PhDs and MD/PhDs in neuroscience at Northwestern, University of Illinois-Urbana Champaign, Cornell University, University of Alabama-Birmingham, and the University of Ottawa



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## Philosophy


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### CONTACT US

Individual email addresses and phone numbers can be found in each [faculty member's profile](#).

For general information, please contact:

**Karla Finley**  
 Department Assistant  
 847-735-5181  
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# Department of Philosophy

Our philosophy department seeks to develop the critical reasoning skills essential for most [careers](#) and to foster creativity so students can develop their own insights and arguments.

Our [courses](#) emphasize the variety of philosophical visions and relate to many other subjects on campus, from [law](#) to [business](#) to [biology](#) to [art](#). We explore a range of human challenges, from [social justice](#) to [neuroscience](#). Not surprisingly, our students often complete double majors and regularly develop senior projects that combine the two.

Our alumni have gone on to careers in politics and government, information technology, health care, and more. A student could choose a career in ethics and join nearly any industry. Not to mention that philosophy students score higher than any other major in the verbal and analytical/writing sections on the GRE.

### The philosophy curriculum at Lake Forest College highlights the discipline's central and critical role:

1. We explore the immense range of philosophical concerns.
2. We stress the practical as well as the intrinsic value of philosophical inquiry.
3. We recognize the value of philosophical training for a broad range of careers.

### DEPARTMENT NEWS



### Philosophy Club meets to discuss current issues

Join the Philosophy Club every other week throughout the semester for discussion on timely topics including the recent events in Ferguson, Missouri and philosophical issues such as what it means to be human. Meeting dates and times listed at right.



### Aleks Petrovic '14 on her experience as a philosophy major

Aleks Petrovic '14 is off to Tulane University Law School this coming fall. She recently sat down with us to talk about how studying [philosophy](#) has prepared her for the next step in her

journey.

[Show 2 more... \(6 total\)](#)

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### Our Mission »

#### WHAT OUR STUDENTS SAY

"The most rewarding thing about studying philosophy is the diversity of topics that you get to explore. From the abstract to the application of it, it is easy to apply these skills and lessons not only to your academics but to your life."  
 — Diana Rosales '14, Lake Jackson, Texas

### ALL WELCOME!

#### DEPARTMENT EVENTS

NOV 11



Brain Awareness Week: Frontiers of Neurology BIOL221

Molecules, Genes, and Cells presents a session on the frontiers of neurology.

NOV 11



Brain Awareness Week: Emotions and Sex FIYS106

Mysteries of the Mind presents a session on emotions and sex.

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### Department Staff

**Karla Finley**  
*Department Assistant*  
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## 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

### [Chad McCracken](#)

Assistant Professor of Philosophy and Politics

**Areas of Study:** philosophy of law, political philosophy, analytic philosophy, history of philosophy

### [Rui Zhu](#)

Associate Professor of Philosophy, Chair of Asian Studies

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

### [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:**

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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.

## Philosophy

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## 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.)

### 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 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.)

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### **PHIL 205: Medical Ethics**

The course will investigate the three primary strands of medical ethics: (1) issues of professional responsibility, such as confidentiality and informed consent, (2) moral dilemmas that arise in the course of treatment, such as decisions about euthanasia, and (3) public policy matters, such as universal health care.

### **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 Environment**

The central theme of this course is Humans and Nature. We will examine various motifs in the creation myths from different cultures, the images of man and woman, the theme of primeval flood or its absence, the alienation of humans from nature, and the beliefs (e.g., Chinese numerology) in the synchronicity between human affairs and natural events. We will search for answers to the following typical questions: What is the definition of environment? What is and ought to be the relation between humans and nature? What count as 'environmental issues' and what are their possible solutions? (Meets GEC Cultural Diversity Requirement.)

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### **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 the 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.

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### **PHIL 253: Philosophy of Self: East and West**

The course will examine how great thinkers from East and West, ancient and modern times, have tackled the relation between reason, passion, and desire. We will study Plato's tripartite model of the soul, the Stoic monism, especially Chrysippus' theory of desire, and various Eastern concepts such as self-overcoming, unselfing, and self-forgetting. We will also include some basic readings from the scientific discussions on mirror neurons and Antonio Damasio's writings on self and emotion. No prerequisites. (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

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#### **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. Readings will include Descartes, Spinoza, Locke, Berkeley, Hume, and Kant. Prerequisite: Philosophy 110, 290, or consent of the instructor.

### **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

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### **PHIL 301: Romantic Comedies & Phil of Love**

(Romantic Comedies and Philosophy of Love) Why do we like to watch romantic comedies? What's satisfying about them, even when they're not great films? Film theorist Leo Braudy claimed that 'genre [film] ... always

involves a complex relation between the compulsions of the past and the freedoms of the present. ... [They] affect their audience ... by their ability to express the warring traditions in society and the social importance of understanding convention.' In this course, following Braudy, we will investigate the relationship between the film genre of romantic comedy and age-old thinking about love, marriage, and romance. We'll read some ancient and modern philosophy of love, as well as some relevant film theory, and watch and discuss an array of romantic comedies, trying to unpack what we really believe about love. Prerequisite: One Philosophy course or permission of the instructor. ('Genre: The Conventions of Connection,' Film Theory and Criticism, eds. Leo Braudy and Marshall Cohen. New York: Oxford U. Press, 538).  
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.

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### **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: Phil of Humans and Animals**

Seminar designed for students with a background in philosophy. May be repeated for credit. Prerequisite: Three philosophy courses or two such courses and 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.



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## Philosophy

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# Requirements

Here is a PDF you may use to keep track of your course progress while working on your [philosophy major](#) (click link). Please download and print this file, then bring it with you to your first/returning advisory meeting.

#### 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:

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- 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.

## Philosophy

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# Requirements before Fall 2014

MAJOR AND MINOR IN PHILOSOPHY

## Requirements for the Major:

At least 9 credits

- Philosophy 156: Logic and Styles of Argument
- Philosophy 290: Ancient Greek Philosophy
- Philosophy 291: Descartes to Kant
- Philosophy 292: Hegel to Nietzsche
- Philosophy 305: Comparative Philosophy: East and West
- Philosophy 325: Major Ethical Theories
- At least 2 additional courses
- The Senior Studies Requirement can be met in 1 of the following ways:
  - Senior seminar
  - Independent research project
  - Senior thesis

Beyond the core courses, students may develop a particular focus in some aspect of philosophy, such as metaphysics, values issues, or Asian thought, which can then provide a foundation for the senior project. Students who would like to focus more exclusively on a particular aspect of philosophy may (in consultation with their advisor) propose to substitute a different course for one of the core requirements. Proposals will be reviewed by the Department Chair.

## 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.

## Additional Notes:

- 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 no later than their junior year.
- Students interested in graduate school in Philosophy should take the traditional core plus a number of advanced courses that will provide background in the traditions and approaches they seek to study.
- For students interested in Continental philosophy, Phil 320 or some independent work in 20th century Continental approaches is essential.
- For students interested in analytic programs (the majority of graduate programs in the United States), coverage of 20th century analytic philosophy, e.g. through Phil 294, is needed. Further, some advanced work in logic (instead of or in addition to Phil 156) would be appropriate.

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## Accelerated Programs

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# Three-Year Program in Philosophy

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

### THREE-YEAR BA PROGRAM: COMPLETING THE PHILOSOPHY MAJOR

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

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

#### Prior to Matriculation

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

#### First Year: Three courses:

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

#### Second Year: 3 courses:

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

#### Third Year: 3 courses:

Phil 305 (Comparative Philosophy) or Phil 325 (Major Ethical Theories)

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### Why Get Involved?

Research indicates that students who are involved on campus life, outside of the classroom, report greater satisfaction and success in college.

#### Forester Opportunities:

- Student Organization Leadership
- Forester Athletics or intramurals
- Community Service
- Garrick Theater performances
- Music Department concerts
- Annual campus programs, like "Global Fest" and the "Gates Day of Service."

Elective  
Senior Studies course

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

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

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

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

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

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

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

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

### **Co-Curricular Involvement**

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

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

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

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

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



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# Department of Physics



### CONTACT US

Physics offices are located in the Johnson Science Center, on the first floor.

Individual email addresses and phone numbers can be found in each [faculty member's profile](#).

### DID YOU KNOW?

Our staffed machine shop helps the College create and maintain science equipment on site.



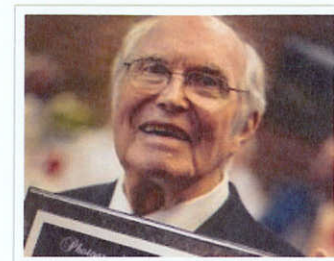
Helping us to better understand natural phenomena like smog and ozone depletion, [Prof. Scott Schappe](#) and his students are studying atomic collision physics. They are working with nitric oxide, looking at the electron-atom collisions that occur during nitric oxide excitation. Research like theirs could impact the way we understand and protect the atmosphere of our planet.

**In physics, we embrace the physical dimensions in space and time**, from the smallest subatomic particles to the universe, from the slow drift of continents to the speed of light, from absolute zero to stellar temperatures, from low-frequency radio waves to gamma rays. We believe responsible citizens strive to understand the fundamental concepts of physics in order to make wise decisions about science and society.

Physics faculty offers a [wide range of courses](#) and research opportunities for students interested in electrical or mechanical engineering, pre-med, and even for artists who want to make holograms.

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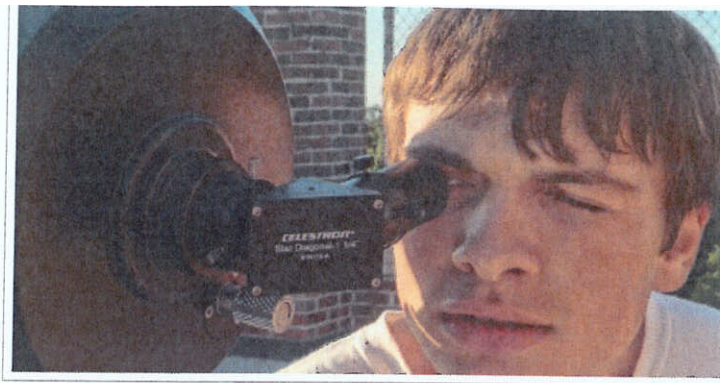
### DEPARTMENT NEWS



**Professor Bailey Donnally receives highest award from photographic society**

The Chicago Tribune featured Professor Donnally, emeriti physics professor, who was elected an Honorary Fellow, the highest honor bestowed by the Photographic Society of America.





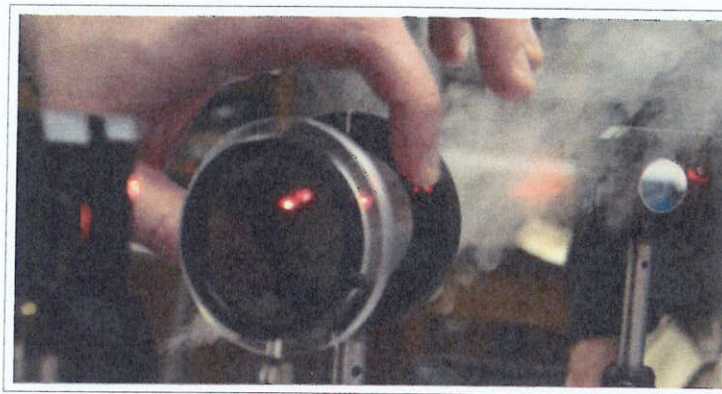
### Picture Perfect

Professor of Physics Emeritus Bailey Donnally was named Honorary Fellow of the Photographic Society of America during a ceremony that took place August 23, 2014 in Countryside, Illinois. It's the highest honor bestowed by the PSA.

[Show 2 more...](#) (4 total)

### From the Roof: The Transit of Venus

June 5, 2012 was a special day for any Department of Physics: the Transit of Venus! This rare astronomical event takes place when Venus passes between the Sun and the Earth, something that won't happen again until 2117. Students, faculty and their families looked at the silhouette of the planet through a telescope.



### Physics: Our Labs and Facilities

Physics students learn in our small lecture halls and laboratory classrooms, working closely with our professors.

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## Physics

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### Department Staff

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*Science Shop Machinist*

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## Faculty

[R. Scott Schappe](#)
**Professor of Physics**
**Areas of Study:** atomic physics, atomic collisions

[Michael M. Kash](#)
**Professor and Chair of Physics**
**Areas of Study:** atomic physics, quantum optics, lasers

[Nathan Mueggenburg](#)
**Associate Professor of Physics**
**Areas of Study:** non-equilibrium systems, granular materials

[Amy Abe](#)
**Senior Lecturer in Chemistry and Physics**

NMR Consultant

**Janice Leonhardt**
**Lecturer in Physics**
**Areas of Study:**
**Jeffrey Schmitz**
**Lecturer in Physics**
**Thomas Senior**
**Lecturer in Physics**
**Areas of Study:** Physics lecture demonstrations, Home-made physics apparatus, Home-made musical instruments

EMERITI FACULTY

**Tung H. Jeong**
**Professor of Physics, Emeritus**
**Areas of Study:** coherent optics, holography, photonics, laser applications

[Bailey Donnally](#)
**Professor of Physics, Emeritus**
**Areas of Study:** atomic structure, atomic collisions, electronics, photography

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### Contacting Faculty

Physics offices are located in the Johnson Science Center, on the first floor.

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## 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 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.)

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### **PHYS 120: General Physics I**

The first half of elementary physics using calculus. This is the most appropriate first course for students majoring in the physical sciences. Kinematics and Newton's laws of motion for translations and rotations. Conservation principles for energy, momentum, and angular momentum. Oscillations and waves. Three hours of lecture and one laboratory per week. Prerequisite or corequisite: Mathematics 110. (Credit may not be earned in both Physics 120 and 110.)

### **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.

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### **PHYS 260: Optics**

Geometric and wave optics at an intermediate level. Topics include interference, diffraction, scattering, polarization, and absorption. Matrix methods. Applications of lasers. Three hours of lecture and one laboratory per week. Prerequisite: Physics 121 (or 111) and Mathematics 111. (Offered in alternate years.)

### **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.)

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# 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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## Department of Politics

To better understand urban politics on public housing, students enrolled in [Politics 234](#) visited the former site of Chicago's [Robert Taylor Homes](#) on the city's South Side. Students were able to see first hand the scarcity of resources available to residents of this Chicago community and the new mixed-income developments being built where the projects once stood.

Our students draw on a firm grounding in political theory and historical context to gain insights into such topics as African politics, Islamic fundamentalism, and the role of mass media in American politics.

Politics students take their grounding in American politics, comparative politics, international relations, political theory, and public law to research with faculty and to off-campus opportunities, from part-time work in congressional or law offices to interning in Chicago agencies, like the Chicago Housing Authority.

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### Top Destinations for Politics Grads

- Law school
- Public policy programs
- Consulting
- Political campaigns
- PhD and master's degree programs

### DEPARTMENT NEWS

*October 6*

#### U.S. Rep. Brad Schneider Talks About Upcoming Elections

U.S. Rep. Brad Schneider (10th District of Illinois) visited Lake Forest College on Tuesday evening, September 30th, and addressed students about the upcoming midterm congressional elections. [More »](#)

*September 8*

#### Bob Dold hosts question-and-answer session

On September 8, Republican Party's candidate for the 10th Congressional District of Illinois Bob Dold hosted a question-and-answer session with students. [More »](#)

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## Faculty

### [James Marquardt](#)

Associate Professor and Chair 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 of Politics

**Areas of Study:** political theory, American politics

### [Debra Homer Levis](#)

Assistant Professor of Politics, Chair of Legal Studies

**Areas of Study:** American politics and law

### [Chad McCracken](#)

Assistant Professor of Philosophy and Politics

**Areas of Study:** philosophy of law, political philosophy, analytic philosophy, history of philosophy

### [Fatima Z. Rahman](#)

Assistant Professor of Politics, Chair of Islamic World Studies

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### Contacting Faculty

Politics offices are located in Young Hall.

Individual email addresses and phone numbers can be found in each faculty member's profile.

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**Jenny Davy**

*Department Assistant*

847-735-5122

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

**Areas of Study:** comparative politics, Middle East politics, Islam and politics

**Evan Oxman**

Uihlein Assistant Professor of American Politics

**Areas of Study:** political philosophy, democratic theory, American politics

**Michael T. Hartney**

Assistant Professor of Politics

**Areas of Study:**

**Stephanie Caparelli**

Lecturer in Politics

**Areas of Study:**

**Samuel Bassett**

Lecturer in Politics

**Areas of Study:**

**Aleksandar Jankovski**

Assistant Professor of Politics

**Areas of Study:**

**Julie Gage Palmer**

Lecturer in Politics

**Areas of Study:**

EMERITI FACULTY

**Ghada Hashem Talhami**

Professor of Politics, Emerita

**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



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# Course Descriptions

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### **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

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#### **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.

### **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: Amer 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.)

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### **POLS 239: Chicago: Global/Neighborhood City**

'Chicago: Global City/City of Neighborhoods' recognizes that Chicago is both 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 (given our joint expertise in Spanish and Latin American Studies), 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 prerequisite. Cross-listed in American Studies, Latin American Studies, Politics, Spanish, and serves as an elective for Urban Studies. (Meets GEC Cultural Diversity Requirement.)  
Cross-listed as: SPAN 202, 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 Third World**

This course highlights special topics relating to Third World nations (e.g., delayed industrialization; the lingering impact of colonialism; power and authority in nonindustrial countries; recent trends in democratization and economic development and under-development). (Meets GEC Cultural Diversity Requirement.)

#### **POLS 244: Public Diplomacy**

Public diplomacy is about engaging foreign publics for the purpose of sharing information and creating a common understanding of people, events, and policies. It encompasses communication activities, education, cultural affairs, and more. Governments and non-state actors conduct public diplomacy. This course is an introduction to the theory and practice of public diplomacy. It focuses on U.S. public diplomacy from the Cold War, through 9/11, and to the present day. It will differentiate public diplomacy from propaganda and traditional diplomacy between governments. No prerequisites.

#### **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.

#### **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.

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### **POLS 261: American Constitutional Law**

This course examines the major constitutional themes of judicial review, federalism, separation of powers, the commerce power, due process rights, and equal protection under the law. Students read U.S. Supreme Court cases in order to analyze and understand the allocation of government power. Prerequisite: POLS 120 or permission of instructor. 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

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### **POLS 315: Comparative Foreign Policy**

Though varied, the foreign policies of countries exhibit similar patterns, as well as analogous restraints and opportunities. Through a comparative analysis, this course surveys case studies of the contemporary foreign policies of great powers (Britain, China, France, Germany, Japan, and Russia) and regional powers (Brazil, India, Iran, South Africa, and Turkey). It analyzes how foreign policy interests are formulated, utilizing a variety of theories that highlight the importance of domestic and international influences on a country's foreign policy choices and behavior. Prerequisite: Politics 110 or consent of instructor. (Meets GEC Cultural Diversity requirement.)

### **POLS 316: Globalization and Islam**

This course provides a theoretical framework for understanding the forces of globalization as they affect the Muslim world. The course analyzes the impact of globalization on the Islamic world, including transnational Islamic movements (both violent and peaceful), global Muslim business activities, challenges facing Muslims living as minorities, dilemmas concerning Islamic legal and moral doctrines, changing gender roles in the global era, and issues of human rights. Prerequisite: POLS 110 or consent of instructor. (Meets GEC Cultural Diversity Requirement.)  
Cross-listed as: ISLM 318

### **POLS 317: Transitions to Democracy**

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 ponder when and where the next wave of democratization might occur, whether the on-going anti-authoritarian revolutions in the Middle East might result in democratization, and where transitional democracies are most vulnerable. 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 319: Topics: Egypt, Quest for Modernity**

(Special Topics in Comparative Politics).

Fall 2011 Topic: Egypt, The Quest For Modernity. The course is an overview of the politics of modern Egypt, emphasizing the rich layers of its recent cultural achievements and detailing its struggles to achieve political and economic independence while maintaining its leadership position in the Arab world. Students look into the development of the Communist movement in Egypt; examine the Islamic opposition in Egypt and the interaction between state bureaucratization and fundamentalist ideologies; and take a hard look at one of the main institutions of liberalism and democracy in Egypt, namely, the national press, especially in relation to the Palestine issue. Egypt in the post-Mubarak era is also considered.

Prerequisite: POLS 110 or consent of instructor. Meets GEC Cultural Diversity Requirement. Cross-listed as Islamic World Studies 319. Cross-listed as: ISLM 320

### **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.

### **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 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 340: World Politics**

Continuity and change in international relations; consideration of the causes of war and the conditions of peace. Examination of balance-of-power systems and collective security. Consideration of theories of international political economy. (Meets GEC Cultural Diversity Requirement.)

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### **POLS 342: International Political Economy**

The course introduces students to the academic discipline of International Political Economy (IPE). It surveys the intellectual history of the discipline and specifies the main methodological and theoretical debates in IPE. The course also examines international trade and production, the international monetary and financial systems, and global poverty and development. Prerequisite: Politics 110 or consent of instructor.

### **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 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.

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### **POLS 361: The First Amendment**

In this course students explore the U.S. Supreme Court's interpretation of freedoms of speech (including obscenity and libel), assembly and association, the press, and the exercise and establishment of religion. We will also examine First Amendment issues raised by regulation of the Internet and other new media. Prerequisite: POLS 120 or consent of instructor. Not open to First-Year Students.  
Cross-listed 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.

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### **POLS 484: Searches, Seizures, and Security**

(Senior Seminar in American Politics and Law: Searches, Seizures, and Security). The right against government intrusion into our lives is one of our most cherished freedoms found in the Bill of Rights of the United States Constitution. The framers believed that agents of government should not enter private homes or search personal property without justification. Yet now, government entities and corporations have access to our personal information raising questions of how current law, politics, and security issues at home and abroad reshape constitutional boundaries of our right to privacy. This course begins with a study of the Fourth Amendment and constitutional rights and limitations of search and seizure and continues with a review of current law affecting our national security. This course is a capstone course for politics majors and students will pursue their own

specialized research projects on the topic. Prerequisite: Politics senior or consent of the instructor.

**POLS 490: Internship**

To be arranged individually with a faculty supervisor.

**POLS 491: Tutorial**

To be arranged individually with a faculty supervisor.

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## Politics

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# 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 five senior seminars, three in American Politics (Politics 480, 482, 484) 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) 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

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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.)

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)
____ Introduction to Global Politics (110)
____ Introduction to American Politics (120)
____ Great Political Ideas (130)
<i>These courses may be taken in any order</i>

**Methods (1 Course)**

\_\_\_\_ Methods of Political Research (200)

*This course must be completed by the end of the third year*

**Political Theory (1 Course)**

**200 or 300 Level**

\_\_\_\_ American Political Thought (250)

\_\_\_\_ Family Structure and Political Theory (251)

\_\_\_\_ Education and Political Power (252)

\_\_\_\_ Liberty (350)

\_\_\_\_ Justice and the Law (351)

\_\_\_\_ Liberalism and Its Critics (352)

\_\_\_\_ Democratic Theory (358)

**A. American Politics Track**

**(4 courses; 3 from Track A and 1 from Track B)**

**200 and 300 Levels**

\_\_\_\_ The Presidency (221)

\_\_\_\_ Congress (222)

\_\_\_\_ Mass Media and American Politics (224)

\_\_\_\_ Influence and Interest Groups (225)

\_\_\_\_ Race & Gender in American Politics (231)

\_\_\_\_ Race & Politics in the Age of Obama (232)

\_\_\_\_ Chicago Politics (233)

\_\_\_\_ Urban Politics (234)

\_\_\_\_ Legal Studies (260)

\_\_\_\_ American Constitutional Law (261)

\_\_\_\_ Jurisprudence: Philosophy of American Law (262)

\_\_\_\_ The Judiciary (266)

\_\_\_\_ Criminal Law and Procedure (267)

\_\_\_\_ Law, Medicine and Ethics (268)

**B. Global Politics Track**

**(4 courses; 3 from Track B and 1 from Track A)**

**200 and 300 Levels**

\_\_\_\_ Politics of Europe (210)

\_\_\_\_ Non-Violence and Politics of Change (213)

\_\_\_\_ Politics of South Africa (214)

\_\_\_\_ Politics of Asia (215)

\_\_\_\_ Politics of the Middle East (216)

\_\_\_\_ African Politics (217)

\_\_\_\_ Politics of Latin America (219)

\_\_\_\_ American Foreign Policy (240)

\_\_\_\_ Global Issues (241)

\_\_\_\_ Politics of the Third World (242)

\_\_\_\_ Theories of International Relations (245)

\_\_\_\_ State and Nation-Building (310)

\_\_\_\_ Political Systems: Islamic World (311)

\_\_\_\_ Political Islam (313)

<p>____ Testimony and Trials (269)</p> <p>____ Campaigns and Elections (322)</p> <p>____ Federalism (323)</p> <p>____ Public Opinion (324)</p> <p>____ The First Amendment (361)</p> <p>____ The Fourteenth Amendment: Civil Rights &amp; Equality (363)</p> <p>____ Civil Liberties (365)</p> <p>____ Topics in Public Law: Federal Indian Law (369)</p>	<p>____ Comparative Foreign Policy (315)</p> <p>____ Transitions to Democracy (317)</p> <p>____ Topics in Comparative Politics (319)</p> <p>____ Public Opinion (324)</p> <p>____ U.S. - Latin American Relations (341)</p> <p>____ International Political Economy (342)</p> <p>____ International Relations of the Middle East (345)</p> <p>____ International Institutions (347)</p> <p>____ International Law (348)</p> <p>____ Women in the Developing World (349)</p>
<p style="text-align: center;"><b>Senior Studies (1)</b></p> <p style="text-align: center;"><b>400 Level</b></p> <p>____ Senior Seminar in American Politics &amp; Law: Presidential Power (480)</p> <p>____ Senior Seminar in American Politics &amp; Law: Affirmative Action (482)</p> <p>____ Senior Seminar in American Politics &amp; Law: Searches, Seizures, and Security (484)</p> <p>____ Senior Research Project (493)</p> <p>____ Senior Thesis (494)</p>	<p style="text-align: center;"><b>Senior Studies (1)</b></p> <p style="text-align: center;"><b>400 Level</b></p> <p>____ Senior Seminar in Global Politics: Revolutions and Global Development (481)</p> <p>____ Senior Seminar in Global Politics: Democratic Peace &amp; War (483)</p> <p>____ Senior Research Project (493)</p> <p>____ Senior Thesis (494)</p> <p>____ Senior Seminar in International Relations: The 21st Century World (Dis)order (IREL 480)</p> <p>____ Senior Seminar in International Relations: Security &amp; Insecurity (IREL 481)</p> <p>____ Senior Seminar in International Relations: Democracy and the Middle East (IREL 482)</p>



## Politics

### Faculty

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### Mojekwu Fund

## Requirements (Prior to May 1, 2011)

MAJOR AND MINOR IN POLITICS - PRIOR TO MAY 1, 2011

### Requirements for the Major:

At least 8 credits

- Politics 110: Introduction to Politics
- Politics 120: Introduction to American Politics
- 6 additional courses – at least 3 at the 300-level or higher and at least 1 course from each of the 5 subfields in the following list:
  - American politics:
    - Politics 220: Political Parties
    - Politics 221: The Presidency
    - Politics 222: Congress
    - Politics 223: Urban and Suburban Politics
    - Politics 224: Mass Media and American Politics
    - Politics 226:
    - Politics 262: Race and Politics in the Age of Obama
  - Comparative politics:
    - Politics 210: Politics of Western Europe and the European Union
    - Politics 212: Politics of the Third World
    - Politics 216: The Politics of the Middle East
    - Politics 217: African Politics
    - Politics 219: The Politics of Latin America
  - International relations:
    - Politics 240: American Foreign Policy
    - Politics 245: The Essentials of World Politics
    - Politics 340: World Politics
  - Political theory:
    - Politics 353: Topics in Political Theory
    - Politics 354: Critics of Democracy
    - Politics 355: Family Structure and Political Theory
    - Politics 356: Educating Kings and Citizens
    - Politics 357: Justice and the Law
  - Public law:
    - Politics 360: American Constitutional Law
    - Politics 365: Civil Liberties
- the Senior Studies Requirement can be met in 1 of the following ways:
  - Politics 480: Senior Seminar: Environmental Activism: Politics, Participation, and the Conflict between Business and Law
  - senior research project
  - senior thesis

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:

At least 6 credits

- Politics 110: Introduction to Politics
  - Politics 120: Introduction to American Politics
  - 4 additional courses – at least 1 at the 300-level or higher
- Students must maintain a 2.0 GPA in the minor.

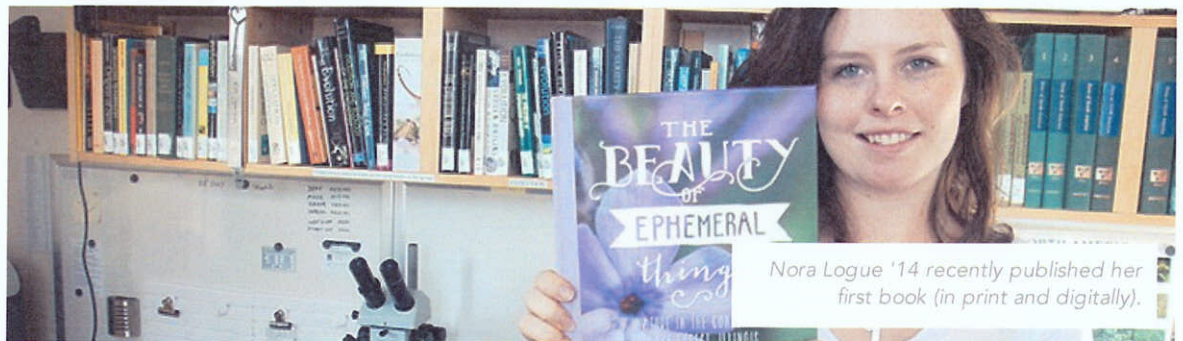
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## Print and Digital Publishing

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# Print and Digital Publishing



The print and digital publishing program prepares students for careers in the publishing industry as well in fields that require exceptional skills in expository writing.

The program provides both theoretical background and practical experience. Faculty from the departments of English, art and art history, modern languages and literatures, communication, and computer science offer an interdisciplinary foundation in an industry that is changing rapidly.

Students in the program get practical, hands-on editorial and publicity experience as they help to shepherd books, periodicals, and articles into their final print and/or digital forms.

Closely allied with Lake Forest College Press / &NOW Books, the College's nationally recognized press, and the Madeleine P. Plonsker Prize for Emerging Writers Residency Award, the print and digital publishing program allows students to focus on myriad aspect of the publishing process, from bookbinding and printmaking, to computer-based layout and design, to editorial acquisitions.

The program also serves as a training ground for Lake Forest College's distinguished student publications: *Eukaryon*, *Tusitala*, *Collage*, and *The Stentor*. The print and digital publishing minor may serve as a complement to majors or minors in English, art and art history, communication, computer science, and also prove a good second minor for students enrolled in the digital media design program.

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### DEPARTMENT NEWS



[Publisher's Weekly reviews Lake Forest College Press book](#)



[Davis Schneiderman spends spring break in Europe](#)



[Joshua Corey publishes first novel](#)

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## Print and Digital Publishing

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### [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

### [Benjamin Goluboff](#)

Associate Professor and Chair of English, Chair of Print and Digital Media

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

### [Joshua Corey](#)

Associate Professor of English

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

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## Print and Digital Publishing

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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

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**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 370: Interactive Web Design
- Communication 120: Introduction to Journalism
- Computer Science 107: Introduction to Web Programming
- Computer Science 270: Web Development
- English 111: Introduction to Professional Writing
- 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.

## Psychology

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# Department of Psychology



Our classes regularly volunteer at schools in nearby North Chicago.

Seeing his students wanting to connect basic research in psychology to the real world, [Prof. Matt Kelley](#)'s teaching influenced his research. He's done studies that suggest censoring lyrics can actually make those words more memorable to listeners. Research like this helps his students make the connections they needed between theory, research, and their everyday lives.

Through empirical investigation, faculty and students in the psychology department seek to understand **the building blocks of behavior at all levels**, from neural networks and sensory systems to more integrated dimensions, such as personality, life span development, psychopathology, and social interaction. In the classroom, lab, and field, our professors guide students through a scientific approach to the study of the mind.

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Top Careers for New Psychology Grads

- Counseling/Therapy
- College/K-12 Education
- Social Work
- Health Professions
- Law
- Business & Marketing
- Public Policy
- Occupational Therapy
- Neuroscience
- Human Resources
- Consulting

### Contacting Faculty

Psychology offices are located in Hotchkiss Hall.

Individual email addresses and phone numbers can be found in each faculty member's profile.

### Common Double Majors

- [Biology](#)
- [Economics/Finance](#)
- [Education](#)
- [Neuroscience](#)





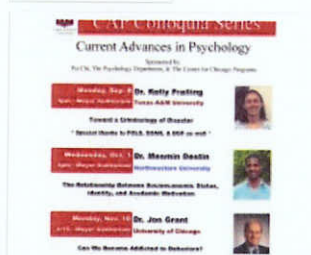
Our students assist faculty with and conduct their own original research, from brains and robots to learning languages. With a strong preparation in research methods, psychology students are well prepared for graduate school and careers in fields like business, communication, and health professions.

DEPARTMENT NEWS



**Diving with sharks**

Chicago magazine selected Laura Hilstrom's '00 job as one of the six most "fascinating" in the city. [More »](#)



**Announcing the 10th annual CAP Colloquia Series**

Lake Forest College is proud to announce the line up for the 10th annual Current Advances in Psychology (CAP) Colloquia Series. In celebration of the interdisciplinary nature of psychology, a trio of talks has been

planned for this fall and another in the spring. [More »](#)



**Alumna of summer research fellowship program published**

Daryn Cass '10 is credited as the first author in the article, "CB1 cannabinoid receptor stimulation during adolescence impairs the maturation of GABA function in the adult rat prefrontal cortex," published in May by the scientific

research journal *Molecular Psychiatry*. [More »](#)

UPCOMING EVENTS

NOV  
3



Psychology Job Colloquium  
Dr. Sarah Holstein from Wofford College will give a talk

titled, "If you give a mouse a beer: Exploring adolescent binge drinking in an animal model"

NOV  
6



Psychology Job Colloquium  
Dr. Todd Hillhouse from University of Michigan

Medical School will give a talk titled, "Dissociable antidepressant-like and abuse-related effects of N-Methyl-D-aspartate (NMDA) receptor antagonists: Where do we go from here?"

NOV  
10



Psi Chi Keynote Lecture: Dr. Jon Grant  
Dr. Jon Grant from the University of

Chicago will give a talk titled, "Can We Become Addicted to Behaviors?" This lecture is also the opening address for Brain Awareness Week.

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## Psychology

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## Faculty

[R. Sergio Guglielmi](#)  
Professor of Psychology

**Areas of Study:** medical and health psychology, clinical psychology, cognitive-behavioral therapy, psychophysiology, personality

[Matthew R. Kelley](#)  
Professor of Psychology

**Areas of Study:** cognitive psychology, learning and memory, research methods and statistics

[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

[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

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### Contacting Faculty

Psychology offices are located in Hotchkiss Hall.

Individual email addresses and phone numbers can be found in each faculty member's profile.

Susan M. Long

**Assistant Professor of Psychology**

**Areas of Study:** community psychology, violence against women, women in poverty, and community interventions

David J. Rademacher

**Visiting Assistant Professor of Psychology**

**Areas of Study:** structural plasticity, addiction, Parkinson's disease, research methods, statistics, history of psychology

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

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### 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

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### **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

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### **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. (Meets GEC Cultural Diversity Requirement.)

### **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.)

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### **PSYC 410: History and Systems of Psych**

This course overviews psychological thought and methodology from the emergence of the discipline out of philosophy and the natural sciences to the social science we know today. You will learn about prominent psychological theories and methodologies from a historical perspective. A major focus will be on experimental psychology as it began in 19th century German universities and continued in the United States. The other main focus will be on the development of applied fields such as clinical psychology and industrial/organizational psychology. We will read original works by significant historical figures in psychology, as well as papers by historians. Special attention will be given to the recurring controversies that have fueled debate and motivated research on the nature and origins of human behavior and mental processes. In addition, you will be introduced to the process of historiography, i.e. the theory and methods that underlie the research and writing of history. Prerequisite: Psychology 222 with a grade of at least C- or senior standing in another major or permission of the instructor. Preference in registration to graduating seniors majoring in psychology.

### **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.

## Psychology

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## 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.

VIEW ALL ►  
MAJORS & MINORS



## 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-faculty coauthored publications. Off-campus research opportunities are made available to students through research internships.

### Internships

Off-campus internships in social service agencies, hospitals, research labs and other applied educational, organizational, or legal settings allow students to cultivate skills in counseling, teaching, research and other areas in preparation for later professional training or employment. 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.



## Religion

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# Department of Religion



### Contacting Faculty

Religion offices are located in Buchanan Hall.

Individual email addresses and phone numbers can be found in each faculty member's profile.

The study of religion prepares people for life in the 21st century, characterized by diverse cultures, values, and traditions. Religious studies provide insight into the world in a way that facilitates an understanding of varied world views and ethical systems.

Previous majors have combined religion with business, legal studies, international relations, politics, psychology, music, art, sociology, environmental science, biology, and pre-health.

### Why Study Religion?

The study of religion has been one of the most important fields of academic study since the first colleges and universities were formed! There are many reasons to study religion:

- Religion is a powerful and often central part of the lives of individuals and groups
- Religion is an important factor in contemporary politics, business, and international affairs
- Studying religion develops an understanding of people and groups that is useful for any career path
- Studying religion teaches important skills (critical thinking, good writing, detail-oriented reading) that prepare one for future success

## VIEW ALL ► MAJORS & MINORS

"If I went back to college today, I think I would probably major in comparative religion, because that's how integrated it is in everything that we are working on and deciding and thinking about in life today."

-Secretary of State John Kerry  
August 7, 2013

### RELIGION NOTES



October 9  
Tibetan monks visit featured

on GazeboNews

The local news website, GazeboNews, featured a story on the Tibetan monks visit to campus. [More »](#)

## What Do We Study?

We study the roles religion plays in human life:

- The richness and diversity of human religious life
- Similarity and difference within and among religious traditions
- Questions of meaning as raised around the world
- Connections among religion, culture, and society

## Photo Galleries



### Tibetan Buddhist Sand Mandala

A group of Tibetan monks visited campus for four days to create a Tibetan Buddhist Sand Mandala. The four day ritual involved art, music, and performance – and was done in a public place where people observed the process that is understood to bring healing and peace.

[Show 1 more...](#) (4 total)

October 6



### Sands of global peace

Hundreds of Lake Forest College students, staff and visitors watched Tibetan monks create and destroy a sand mandala in a rare on-campus event. [More »](#)

[Show 2 more...](#) (14 total)

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## Religion

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### Department Staff

Adrienne Thoms  
Department Assistant  
847-735-5169  
[thoms@lakeforest.edu](mailto:thoms@lakeforest.edu)

## 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

### Hazim Fazlic

Lecturer in Religion

**Areas of Study:**

### Julius Crump

Lecturer in Religion

**Areas of Study:**

### Mary Duba

Lecturer in Religion

**Areas of Study:**

### [Romulus Stefanut](#)

Lecturer in Religion

**Areas of Study:** Early Christianity

VIEW ALL ►  
MAJORS & MINORS

### Contacting Faculty

Religion offices are located in Buchanan Hall.

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## Religion

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# 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.)

### 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

VIEW ALL ►  
MAJORS & MINORS



### **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

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### **RELG 216: Chinese Religions**

Focusing primarily on the teachings of the Confucian (and neo-Confucian), Daoist, and early Chinese Buddhist traditions, we will explore the concepts and practices of these communities within their historical, cultural, and social contexts. Reading narrative, poetic, and classical texts in translation that present such ideas as the ethics of human-heartedness, the relativity of all things, and the importance of self-sacrifice, we will discuss what



teachings these masterful texts offer 21st century questioners. (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 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 Cold War. 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.

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### **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

### **RELG 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, AFAM 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

### **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 consider topics in the history of Christianity from its origins to the fifteenth century, including the lives of Christ and Paul; the influence of Roman, Germanic, and Celtic religion on early Christianity; doctrinal disputes and heresy; monasticism; the cult of saints; conflicts of church and state; mysticism; reform movements. The course will include regular consideration of medieval Christian art, including images in painting, sculpture, and manuscripts. (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.)

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### **RELG 315: US Catholic Immigrant Experience**

From the Irish who arrived before the Civil War to the Mexicans and Vietnamese who have come recently, the Catholic experience in the US has been a continuing story of immigration. This course examines how succeeding immigrant groups have practiced and lived their Catholic faith in different times and places. Religion cannot be separated from the larger social and economic context in which it is embedded, so the course will also pay attention to the ways in which the social and economic conditions that greeted the immigrants on their arrival shaped how they went about praying and working. Finally, the changing leadership of the Catholic Church will be taken into account, since it provided the ecclesiastical framework for the new Catholic arrivals. Prerequisite: HIST 120 or HIST 121 or permission of the instructor. (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 or 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.)

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### **RELG 390: Sociology of Religion**

This seminar starts with major classical theories of sociology of religion including those of secularization and privatization of religion in the modern world. Then we shall examine the relevant events of the past quarter of the century, namely the sudden explosion of politicized and highly public religions in the Western and the non-Western worlds. The existing sociological literature didn't anticipate the current significance of religion and this tension is expected to generate interesting debates in this seminar. Special attention will be given to a comparative study of public religions in Western countries (e.g., Brazil, Poland, Spain, and the United States) and in the Middle East (Egypt, Iran, Saudi Arabia). (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.

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## Religion

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# 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

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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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# Requirements before Fall 2014

MAJOR AND MINOR IN RELIGION

## Requirements for the Major:

At least 9 credits

- 2 courses on Abrahamic traditions chosen from the following:
  - Religion 211: Global Judaism
  - Religion 212: Global Christianity
  - Religion 213: Global Islam
- 2 courses on Asian traditions chosen from the following:
  - Religion 214: Hinduism
  - Religion 215: Buddhism
  - Religion 216: Chinese Religions
- Religion 300: Religion in Global Context
- 3 additional courses – at least 1 at the 300-level or higher, and no more than 1 at the 100-level
- the Senior Studies Requirement can be met in one of the following ways:
  - research project (generally one credit)
  - senior thesis (generally two credits)

## Requirements for the Minor:

At least 6 credits

- 3 courses in religious communities with at least 1 each from the Abrahamic and Asian traditions
  - 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
- 3 additional courses – at least 1 at the 300-level or higher, and no more than 1 at the 100-level

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## Self-Designed Major

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## Self-Designed Major

While president of Lake Forest's [Pride](#) organization, Jared Fox '09 decided to take his interest in civil rights and social justice beyond his Politics major. He designed an independent scholar major to look at the roles activism played in state legislation and decisions on gay marriage in Massachusetts and California.

Some of our strongest students find that no one traditional major fully meets what they want to study. A student interested in linguistics, for instance, could major in a modern language and sociology-anthropology but still might find her needs aren't entirely met with those two departments alone.

The mission of the Self-Designed Major is to provide an avenue by which Lake Forest College students can achieve a level of competence similar to that of students in any of our regularly-offered undergraduate majors, in an academic area of their own design. Working with a faculty advisor, a student accepted into the Self-Designed Major can pursue his or her own course of study deeply, culminating in a senior thesis, creative project, or research project.

The Self-Designed Major emphasizes self-determination for its students, while offering guidance and assistance in developing their individualized plans. The responsibility for design and execution of the major lies with students, beginning with presentation of their cases for admission to the program. Students contemplating designing their own majors are encouraged to schedule an appointment with any member of the Self-Designed Major Committee to discuss application procedures, to brainstorm appropriate foci for their studies, or to solicit recommendations for faculty advisors. This major is compatible with the pursuit of a second major as well.

Second-semester sophomores or first-semester juniors may apply: the application consists of a detailed proposal, described on the "requirements" page. In special cases, students may be admitted in their first year. Admission to the program is determined by the Self-Designed Major Program Committee, on the basis of the quality of students' proposals, as described in the requirements section.

To your right, you'll see the broad variety of majors that our Independent Scholars have completed in recent years. These majors have led to some fascinating senior theses, such as "European Federalism and the Social Welfare States: How Free Movement, Subsidiarity, and the ECB Affect Safety Net Spending in the E.U.," "Do Androids Joke of Electric Sheep? An Examination of the Theoretical and Technical Future of Figurative Language Computation," "The Success of Mama Grizzlies: An Examination of the Intersection of Gender and Partisan Stereotyping at the Gubernatorial Level," "Communal Pedagogy in Documenta 12," "Chicago's Natural Aesthetic: A Study of Identity Through Columbus Park," and "'Amped About Hell': Representations of the Suburban Gothic in Serial Television."

## VIEW ALL MAJORS & MINORS

### Some recent Self-Designed Majors:

- Graphic Design (2009)
- Community Organizing/Activism (2009)
- Phenomenological Film Studies (2009)
- Public Memory and Visual Culture (2009)
- Educational Reform and Montessori Studies (2009)
- Arts Administration (2010)
- Women and Gender Studies (2012)
- Intercultural Aesthetics (2012)
- European Union Studies (2012)
- Linguistics (2013)
- Sustainable Enterprise Management (2013)
- Anthropological Linguistics (2014)
- Aesthetics in Television (2014)



## Self-Designed Major

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## Faculty

The Self-Designed Major program is run by an interdisciplinary committee of faculty, listed here. Students contemplating designing their own majors are encouraged to talk to any member of the committee about the procedures for application to the program, to brainstorm appropriate foci for their studies, or to recommend faculty advisors.

A student with a major of his or her own design, like all other students at the College, 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.

### [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

### [Richard Pettengill](#) Associate Professor and Chair of Theater

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

### [Amanda Felkey](#) Associate Professor of Economics and Business, Chair of Gender, Sexuality and Women's Studies

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

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### Contacting Faculty

Individual email addresses and phone numbers can be found on each faculty member's profile

## Self-Designed Major

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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:

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- **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.



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## Social Justice

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## Social Justice

While president of Lake Forest's [Pride](#) organization, Jared Fox '09 decided to take his interest in civil rights and social justice beyond his Politics major. He designed an independent scholar major to look at the roles activism played in state legislation and decisions on gay marriage in Massachusetts and California.

From the dawn of Western thought, considerations of justice have played a prominent role. With human rights emerging as the closest thing to an international moral norm, those questions have only multiplied. The traditional Western model of rights focuses on liberty, with the implication that individuals ought to be left to pursue their own interests as they see fit. Yet in an interdependent world, the need for cooperation and mutual assistance is ever present. Unequal starting points or power dynamics can give some an advantage over others; when do such advantages become illegitimate? Legacies of colonialism, racism, and sexism often raise calls for social justice. But how do we know when such calls should be heeded? What would constitute a just world? What legitimate demands can poor individuals or nations make against the rich?

Such theoretical issues lead to more practical questions. How can a more just world be created? Many have argued that the free market arrangements underlying globalization provide the best chance for improving the conditions of those individuals and nations in need. Others contend that more direct action by governments and NGOs will be necessary to overcome the enormous disparities in wealth that leave many in abject poverty. Such debates pose fundamental questions for our time. Grappling with these issues requires serious reflection that relies on insights from numerous disciplines, from philosophy to politics to economics and beyond.

Social justice is often perceived as a 'liberal' notion, but the issues transcend partisan political classifications. The Social Justice minor at Lake Forest College does not shrink from the serious, fundamental questions, e.g., of the tension between demands for individual liberty and the calls for social equity. We face the complicated tasks of comparing competing strategies and conclusions about how to achieve a better world. Our investigations and efforts will proceed in the Socratic method of encouraging conscientious dialogue among those with different beliefs, and with the Socratic goal of seeking the truth on matters of justice. And we will recognize Socrates' claim that we will never reach final answers. Our task is to continue the process, to do our best to determine what would constitute a better world and how to achieve it.

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### DEPARTMENT NEWS



#### Diversity celebrated with Soup & Stories program

The popular Soup & Stories series, sponsored by the Office of Intercultural Relations (OIR), wrapped up this year's programming with a presentation titled "Tug of War: Balancing Black Identity in College and in the Black Community." [More »](#)



#### Campus community hungry for new theme

College adopts campus-wide food theme for the 2012-13 academic year. [More »](#)

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## Social Justice

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## Faculty

What's the most effective way to create a just and peaceful world? Students minoring in Social Justice grapple with this question daily.

Through coursework and projects in disciplines like philosophy, politics, and economics, Social Justice faculty and students discuss moral issues of seeking justice, social and political conditions, work done through free market arrangements and by governments and NGOs, and students own ideas about how and why social justice is important. Many students take their studies from the classroom to internships and social justice projects of their own.

### [Carolyn Tuttle](#)

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

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

### [Siobhan Moroney](#)

**Associate Professor of Politics**

**Areas of Study:** political theory, American politics

### [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

### [Steven Rosswurm](#)

**Professor of History**

**Areas of Study:** American history, Mexican history

### [Chad McCracken](#)

**Assistant Professor of Philosophy and Politics**

**Areas of Study:** philosophy of law, political philosophy, analytic philosophy, history of philosophy

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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.

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## Social Justice

### Faculty

### Requirements

Requirements before Fall 2013

### Off-Campus Work

### After Lake Forest

### Ethics Center

## 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
  - Biology 105: Public Health
  - Business 360: Social Entrepreneurship
  - Chemistry 107: Developing World Thirst for Energy
  - Communication 253: Argumentation and Advocacy
  - Communication 283: Race, Media, and Culture
  - Communication 381: History and Theory of Freedom of Expression
  - Communication 382: Women's Rhetoric and the Feminist Critique
  - Communication 385: Public Sphere
  - Economics 245: Child Labor in Latin America
  - Economics 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.

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- 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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## Social Justice

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### Requirements

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### Off-Campus Work

### After Lake Forest

### Ethics Center

# Requirements before Fall 2013

## MINOR IN SOCIAL JUSTICE

No major is available

### Requirements for the Minor:

At least 7 credits

- Students are required to take one of the following core courses:
  - Ethics Center/Philosophy 276: Social Justice and Human Rights
  - Ethics Center/Philosophy 277: Social Justice versus Freedom?
- Philosophy 352: Topics in Social Justice
- 5 courses from the list below, at least 2 of which must be at the 300-level or higher – No more than 3 elective courses can be taken in a single other department or program, either under their home department listing or cross-listing:
  - African-American Studies 335: Racism and the African American Experience
  - Biology 105: Public Health
  - Biology 108: Environmental Worldviews
  - Business 342: African Culture and Business Development
  - 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 (offered less frequently)

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- Economics 381: The 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 Schools
- Education 320: Comparative and International Education: Education as the Practice of Freedom
- Environmental Studies 119: Environmental Science and Society
- Ethics Center 277: Social Justice versus Freedom?
- 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
- Honors Seminar 290: What Makes a Great Leader?
- French 308: Contemporary France
- French 330: The French-Speaking World
- Spanish 320: Spanish for International Relations
- Spanish 325: Latin American Culture and Civilization
- Philosophy 115: War and the Challenge of Pacifism
- Philosophy 118: Labor, Property, and Value
- Philosophy 200: Philosophy and Gender
- Philosophy 203: Business Ethics
- Philosophy 205: Medical Ethics
- Philosophy 210: Environmental Ethics
- Philosophy 212: Multicultural Approaches to the Environment
- Philosophy 272: Currents in Latin American Thought
- Philosophy 325: Major Ethical Theories
- Politics 212: Politics of the Third World
- Politics 216: Politics of the Middle East
- Politics 217: African Politics
- Politics 219: Politics of Latin America
- Politics 223: Urban and Suburban Politics
- Politics 264: Race and Gender in American Politics
- Politics 310: State and Nation Building
- Politics 339: Comparative Nationalism
- Politics 340: World Politics
- Politics 354: Critics of Democracy
- Politics 357: Justice and the Law
- Politics 365: Civil Liberties
- Psychology 205: Stereotypes, Prejudice, and Discrimination
- Psychology 355: Community Psychology
- Religion 240: Religious and Ethical Perspectives on the Environment
- Religion 318: Contemporary Buddhism and Social Engagement
- Religion 326: Islam and Gender
- Sociology & Anthropology 250: Anthropology of Globalization
- Sociology & Anthropology 271: Technology and Human Values
- Sociology & Anthropology 280: Gender, Culture, and Society
- 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

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# Department of Sociology & Anthropology

Although sociology and anthropology arose from two traditions, they are engaged in a common endeavor. Both fields ask students to explore similarities and contrasts in human social behavior, and students in this joint department learn how to examine other cultures and societies while they gain qualitative and quantitative tools for similar analysis outside the classroom.

Work in the department centers on the comparative analysis of human societies, and we emphasize study of both modern and pre-modern societies, including issues of contemporary social policy.

### DEPARTMENT NEWS



*October 3*  
**Sociology students head to NYC**

accompanied them. [More »](#)

Last month's historic climate change march was the "perfect classroom" for studying philosophical, tactical differences among climate activists, according to the professor who



*July 24*  
**In for the long haul**

Sometimes, a [Richter Scholar](#) research project doesn't wrap up when the summer program ends. [More »](#)

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Top Careers for New Sociology & Anthropology Grads

- Forensic Anthropology
- Contract Archaeology
- Market Research
- International Development
- Public Relations
- Social Work
- Journalism
- Public Relations
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## Sociology and Anthropology

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## 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, 20th-21st century 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:**

### Kurt Ham

Lecturer in Anthropology

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

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### Contacting Faculty

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## Sociology and Anthropology

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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 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.)

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### **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

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### **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 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.)

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### **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 which 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. (Cross-listed as AMER 213 and THTR 235. 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

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### **SOAN 286: Soc Structure & Culture thru Film**

(Social Structure and Culture Through Film) This course combines a historical survey of narrative films and an overview of international schools of filmmaking and couches them in a sociological framework. The questions of treatment of the other (races and nations), totalitarianism, revolution, militarism, deviance, various views of human nature, and utopias and distopias 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 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.)

### **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.)

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### **SOAN 343: Education in Developing Countries**

SOAN 343: Education and Development in Developing Countries This course explores the historical background, philosophical foundations and major themes in the education of 'developing countries' within the broader context of global development and social change. The specific goal of this course is to familiarize students with the evolution of and critical issues in formal education in most low income, less industrialized nations. Students will be able to explore contemporary themes in education from a historical and comparative perspective. Additionally, they will expand their conceptual schema for rethinking educational issues within and beyond their own societies. Geographically, this course covers countries in Africa, Asia and Latin America, but runs comparisons with countries in Europe and North America when theoretically relevant. Reading materials build on development studies and several disciplines in the social sciences and humanities such as history, philosophy, anthropology, sociology and education. (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 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 endurances? Prerequisites: SOAN 110 and either SOAN 210, SOAN 220, or consent of the instructor.

### **SOAN 360: Methods of Archaeology**

This course provides the student with broad coverage of the basic methods of modern archaeology. Emphasis is placed upon the intersection of theory, investigative methodologies and analysis. Special consideration is given to ethical issues of particular importance to archeologists. Prerequisites: SOAN 216.

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### **SOAN 362: Love in a Time of Capitalism**

Most of us are familiar with the idea that romantic love plays a different role in the contemporary world than it did at other times and the idea that love manifests in different ways across cultures. Rather than attempt a survey of all the possible manifestations of romantic love, this course aims to explore how 'love' features into our understandings of human interaction in the 21st century, particularly in the United States. We will be particularly focusing on the contemporary American notion that love and money are opposing forces. Our first goal will be to identify at least some of the tropes of love that are in current circulation. We will then explore the potential social consequences of those tropes, including the ways in which such tropes are passed on and reproduced across generations and the possibility of commodifying and 'selling' certain tropes as the 'right' way to be in love. Throughout the course, we will collect love stories, and our final task of the semester will be to compare our theoretical and media derived understandings of romantic love to its manifestations in people's lives. 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.

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### **SOAN 490: Internship**



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## 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.

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### 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.

The department takes special interest in encouraging senior thesis work leading to the degree with honors in the major.

### 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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# Department of Theater



Guided by [faculty](#) who work as theater artists and scholars, students in the Theater department develop skills in multiple areas and techniques, connect theoretical and historical understanding with artistic expression, and realize their own creative visions in the classroom and on the stage.

### Did you know?

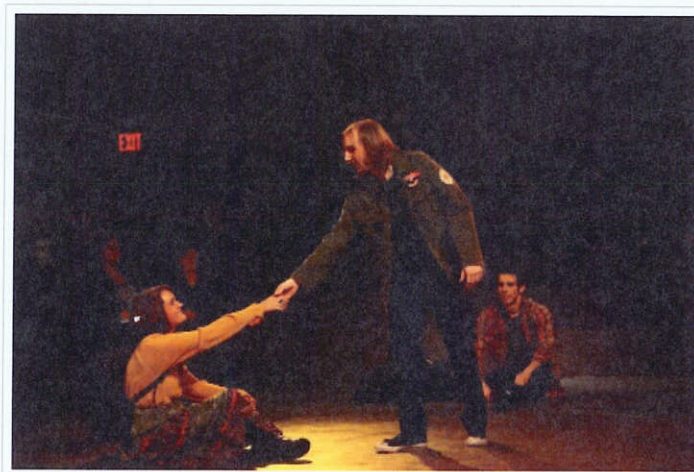
Some of Chicago's best-known theater pros have been graduation speakers for Lake Forest College, including:

Barbara Gaines, co-founder and artistic director, Shakespeare Theater

Kelly Leonard '88, vice-president of Second City

Regina Taylor, Golden Globe-winning actress and playwright

Rebecca Gilman, award-winning playwright



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### THEATER EVENTS

- NOV 13 7:30pm:  
Fall Theater Production:  
Shakespeare's "As You Like It"
- NOV 14 7:30pm:  
Fall Theater Production:  
Shakespeare's "As You Like It"
- NOV 15 7:30pm:  
Fall Theater Production:  
Shakespeare's "As You Like It"

[Show 3 more...](#) (7 total)



Theater students have unparalleled access to world-class theater in the city of Chicago, with courses regularly taking trips to [Steppenwolf](#), the [Goodman](#), and [Chicago Shakespeare Theatre](#), as well as to many other smaller but no less well-respected venues. On a campus stage or in Chicago, texts and techniques discussed in the classroom come to life for students and faculty.

#### DEPARTMENT NEWS



### Chicago Director and Playwright Workshops Material with Theater Students

David Kersnar, an ensemble member of the Lookingglass Theatre Company, held a two week workshop with Professor Chloe Johnston's Acting II class



### Little Women takes stage

The [theater department's musical adaptation](#) of Louisa May Alcott's classic youth-coming-of-age novel continues April 3-5 at 7:30 p.m. in Hixon Hall.

[Show 2 more... \(28 total\)](#)



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## Faculty

[Richard Pettengill](#)

Associate Professor and Chair of Theater

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

[Chloe Johnston](#)

Assistant Professor of Theater and Performance Studies

**Areas of Study:** performance studies, performance art

[Brian Healy](#)

Assistant Professor of Theater and Resident Designer/Technical Director

**Areas of Study:** stage design and technical production

Doug McDade

Lecturer in Theater

**Areas of Study:**

[David Knoell](#)

Lecturer in Theater

**Areas of Study:** acting, improv and voice

Matt Hawkins

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

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### Contacting Faculty

Theater offices are located in Buchanan Hall.

Individual email addresses and phone numbers can be found in each faculty member's profile.

### Department Staff

Adrienne Thoms

Department Assistant

847-735-5169

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

## Theater

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## Course Descriptions

**Please note:** Almost all theater department courses take field trips to Chicago-area theater to allow students to see productions of the plays being discussed in the classroom. Tickets and transportation for most field trips are arranged by the College, and the costs are shared by the Center for Chicago Programs, the Theater Department, and student lab fees for theater courses.

Lab fees will be charged (along with tuition) for all courses involving field trips. Field trips are arranged before the semester begins, and *no refunds* can be made after the add/drop date.

### 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: Creating A Character

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. This course explores the basic methods of creating and developing realistic characters through truthful explorations of the 'self' and the 'text.' A variety of acting methods are studied and practiced through interpretive and physical exercises, monologues, and scenes. The course work culminates in final scene projects. Writing assignments include analytic response papers on productions attended, in-class exercises, projects, and daily journal entries. Offered yearly.

### THTR 128: 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.  
Cross-listed as: MUSC 118

### THTR 160: Being Backstage

An introduction to the technology employed backstage to create the

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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: Technical Theater Practicum:**

Practical work on a technical crew for the fall or spring production(s) in the Theater Department. This course is open to all students by application to the Director of Theater. Students train in safety, tool use, and protocol for backstage areas and theatrical scene shop, then apply that training to building the Theater Department production(s). Students may take this course for credit, earning 1/4 credit per semester, but may only receive credit for each section once during their degree. The sections are listed below. At least 40 hours of volunteer (i.e. unpaid) work will be required over the course of the semester to receive credit. Participation in all technical rehearsals and performances may be required. This course is graded Credit/D/F. (No concurrent registration with THTR 205). Sec 01 Management; Sec 02 Front of House; Sec 03 Technical/Backstage; Sec 04 Costumes, Makeup, and Hair.

#### **THTR 205: Artistic Theater Practicum:**

Artistic and individualized practical work on the fall or spring production(s) in the Theater Department. This course is open to all students who have completed the necessary prerequisites for their section, and who have auditioned or interviewed with the Director of Theater or his or her representative. Enrollment is contingent on the approval of the production director. Students train in PR/audience development, stage performance techniques, assistant designing, dramaturgy, or assistant directing, then apply that training in Theater Department productions. Students may take this course for credit earning 1/4 credit per semester, but may only receive credit for each section once during their degree. The sections are listed below. Participation in all technical rehearsals and performances may be required. This course is graded Credit/D/F/ (No concurrent registration with THTR 200.) Sec 01 Audience Development; Sec 02 Stage Performance; Sec 03 Assistant Designer; Sec 04 Dramaturgy; Sec 05 Assistant Directing.

#### **THTR 210: Advanced Dance**

An advanced course on one or more of the following styles of dance: ballet, modern, tap, jazz, and hip hop. Classes will consist of warm-ups and exercises on both technique and choreography. Students will develop performance skills and demonstrate improved flexibility and strength by executing advanced rhythm sequences. Students will also be introduced to professional musical theatre audition etiquette and procedures. Prerequisite: THTR 105 or permission of instructor

#### **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 by authors such as Shaw, O'Neill, Williams, Inge, Miller, Pinter, Albee, Shepard, Churchill, Norman, Wilson, and others. Scene projects include written script and character analysis, daily journals, and in-depth critiques of self and peer performances. Prerequisite: THTR 120 (Acting I).

#### **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



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### **THTR 225: 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 (Acting I), and either THTR 220 or permission of the instructor.

### **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) 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. 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: Moliere to Chekhov**

This required course for theater majors examines the history of drama and theater from the comedies of Moliere to the beginning of twentieth-century realism in the plays of Ibsen and Chekhov. 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. Offered yearly.  
Prerequisite: THTR 230.  
Cross-listed as: ENGL 234

### **THTR 232: Hist Drama III: Shaw to Kushner**

An exploration of modern and contemporary works from the early twentieth century to the present by authors such as Shaw, Pirandello, O'Neill, Brecht, Inge, Rice, Odets, Wilder, and Miller. Theories of Realism, Expressionism, and others will be examined in context with the social and cultural events that inspired them.  
Cross-listed as: ENGL 237

### **THTR 235: Topics: Ritual in Contemporary Amer**

Students may repeat different topics of THTR 235 for credit. THTR 235 Topics in 20th Century Theater: 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 which 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. (Cross-listed as AMER 213 and THTR 235. Meets GEC Cultural Diversity Requirement.)

### **THTR 236: 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 this course.

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. (Not open to students who have completed THTR 102: Theater in Chicago) (There will be a lab fee for this class of \$150.)

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### **THTR 251: Intro to Performance Studies**

In this course, we will explore the flourishing new discipline of Performance Studies. This field of study began as a collaboration between theater director and theorist Richard Schechner and anthropologist Victor Turner, combining Schechner's interest in 'aesthetic performance' (theater, dance, music, performance art) with Turner's interest in performance as ritual within indigenous cultures, or (as Erving Goffman has written) 'the presentation of self in everyday life.' Performance Studies often stresses the importance of intercultural performance as an alternative to either traditional proscenium theatre or traditional anthropological fieldwork. In addition to the above and other authors, the course will include in-class performance exercises along with field trips to performances in Chicago. (Meets GEC Cultural Diversity Requirement.)

Cross-listed as: SOAN 251

### **THTR 252: World Performance**

This course covers the history and appreciation of several types of non-Western performance, with the goal of developing students' ability to understand non-Western performance traditions and their influence on Western drama and performance traditions. Students will view videos and attend out-of-class field trips to performances, museums, and special events in order to develop skills of analysis and appreciation for non-Western performance, as well as to master English- and foreign-language vocabulary. Through focused units on Chinese Drama, Indian Drama, Indonesian/Oceanic Drama, Japanese/Korean Drama, African Drama, Caribbean/Native and South American Drama, we will practice comparing trends across cultural groups, learn to identify political, social, and cultural



motivations for performance, and experiment in using non-Western techniques in our own creative work. (Meets GEC Cultural Diversity Requirement).

### **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. Offered every other year.

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. THTR 160: 'Being Backstage' is recommended.

### **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 280: Evolution of Fashion in Western World**

The Evolution of Fashion in the Western World introduces students to the study of fashion history in a historical and cultural context. The course will explore the many forces that influence the development of fashion in various European and Mediterranean cultures, such as climate, religion, trade, technology, aesthetic philosophies, and gender roles. It will also explore the relatively new field of fashion theory and the impact of that field on more traditional methods of studying historic dress.

### **THTR 320: Topics in Advanced Acting**

Students may repeat different topics of THTR 320 for credit. THTR 320 Topics in Advanced Acting: Performing Verse Drama An actor's buffet of verse and period style roles requiring special techniques and stylistic awareness. Scene work is coupled with intensive study of verse drama, written analysis and historical research on the plays, and attendance at a variety of Chicago-area productions. Written assignments include analytic papers, journals, and critiques of in-class and outside performances. Prerequisites: THTR 230, THTR 231, THTR 220. THTR 222 (Voice & Diction) strongly recommended. THTR 320 Topics in Advanced Acting: Performing Farce & Comedy A practical study of comic techniques for modern, classic, and contemporary works. A variety of on-stage projects, film/video viewing, research projects, and field trips to local and regional performances combine to provide a detailed investigation of what makes us laugh and how it is best achieved. Scene work is coupled with intensive study of verse drama, written analysis and historical research on the plays. Written assignments include analytic papers, journals, and critiques of in-class and outside performances. Prerequisites: THTR 230, THTR 231, THTR 120.

### **THTR 325: Advanced Scene Study**



An opportunity for advanced students of acting to explore in depth scenes from historical and contemporary dramas of various styles. This course is designed to work in conjunction with the directing course. Advanced scene study students participate in directing exercises and final projects as needed. In addition to working with directing students, we will pursue our own readings, discussions, and exercises, emphasizing an actor's reading of a script, research and preparation for a role, a relationship with the director, and creating a strong ensemble with other cast members. Prerequisites: THTR 120, THTR 230, THTR 231, as well as either permission of the instructor or THTR 220.

### **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.

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### **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 353: Bringing Chicago's Art to Life**

This course explores the connections between plastic, two- and three-dimensional art and time-based art such as music, dance, and theater. Using the collections of the Art Institute of Chicago and performances by the Chicago Symphony Orchestra, students will choose particular works of art and explore how they can inspire new works of theater art. These explorations can be in the genres of traditional theater, music, dance, or performance art, but they must be created and performed by the students. Additionally students will read, discuss and write about a variety of theoretical works on the nature and creation of art. Several small-scale projects and one longer performance project will be required. Prerequisites: THTR 230, THTR 231. An additional course in performance or dramatic theory is strongly recommended. Cross-listed as: AMER 353

### **THTR 355: Dramatic Criticism**

Reading and discussion of principles and examples of dramatic criticism, from longer essays in scholarly books, academic journals, and magazines. We will write our own dramatic criticism in response not only to plays on the page, but also to performances on campus and in Chicago theater. Prerequisites: THTR 230, THTR 231. THTR 255 strongly recommended. Cross-listed as: ENGL 343

### **THTR 360: Topics in Advanced Design**

Students may repeat different topics of THTR 360 for credit. THTR 360 Topics in Advanced Design: Scenic Design A study of advanced problems in scene design including multiple-setting shows, period classics, and operas/musicals. Lab work is combined with scholarly study of the history of design, and some emphasis is placed on visual research and student design projects. Prerequisites: THTR 230, THTR 231, THTR 260. Please note: Only one of the three topics in advanced design courses is offered every other year, according to student interest. THTR 360 Topics in Advanced Design: Costume Design A study of advanced problems in costume design including contemporary shows and period classics. Lab work is combined with scholarly study of the history of design, and some emphasis is placed on visual research and student design projects. Prerequisites: THTR 230, THTR 231, THTR 260. Please note: Only one of the three topics in advanced design courses is offered every other year, according to student interest. THTR 360 Topics in Advanced Design: Lighting and Sound Design

A study of advanced problems in lighting and sound design. Lab work is combined with scholarly study of the history of design, and some emphasis is placed on visual research and student design projects. Prerequisites: THTR 230, THTR 231, THTR 260. Please note: Only one of the three topics in advanced design courses is offered every other year, according to student interest.

### **THTR 370: Advanced Playwriting**

This is a writing-intensive course in the craft of dramatic writing. Problems of writing for the stage will be studied through reading and careful analysis of published play scripts, theater attendance, and in-class and out-of-class writing projects. Group discussions and individual conferences are also required. Prerequisites: ENGL 135 or 235 (only accepted for registration under English number), or THTR 230, THTR 231, and THTR 270.

### **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. Offered every other year. Prerequisites: THTR 230, THTR 231, THTR 120.

### **THTR 390: Internship**

Our Chicago connection allows us to offer unique, outstanding internship opportunities at a variety of world-famous theaters. The cornerstone for the program is internships in areas of production management, dramaturgy, technical direction and design, artistic direction, advertising, and public relations. Opportunities are available at Steppenwolf Theater, Goodman Theater, and Second City. Smaller companies, yet no less well-respected, specializing in specific genres also offer internships. These include Bailiwick Theatre, Black Ensemble Theater, About Face Theater, and Lookingglass Theatre. Internships must be applied for in the semester prior to enrollment and application includes on-campus interviews with faculty and staff and off-campus interviews with members of the host theater company. Junior class standing and other prerequisites apply based on the nature of the internship and the requirements of the host organization. THTR 390 will not fulfill the 300-level requirement for the major unless specific permission is granted from the Department Chair. For application information, interested students should consult with the faculty liaison.

### **THTR 480: Sr Sem: The Business of Show Biz**

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 basis for making theater. The course will stress issues that confront the theater artist, including professional practices. 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. Prerequisites: THTR 120, THTR 130, THTR 230, THTR 231, and senior standing in the major or permission of the instructor.

### **THTR 492: Creative Project**

### **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.

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# Requirements

## MAJOR AND MINOR IN THEATER

Students who started at the College in Spring 2009 or earlier have a different set of requirements listed below the current requirements for the Major and Minor in Theater. (See requirements for students who entered the College: Fall 2008-Spring 2009 or Spring 2008 or earlier)

### Major in Theater

At least 10 credits

- Theater 120: Acting I
- Theater 130: Origins & Theories of Theater
- Theater 230: History of Drama I: Greeks to Shakespeare
- Theater 231: History of Drama II: Moliere to Chekhov
- Theater 200: Technical Theater Practicum – 3 semesters for 1/4 credit each
  - section 01: Management
  - section 02: Front of House
  - section 03: Technical/Backstage
  - section 04: Costumes, Makeup, and Hair
- Theater 205: Artistic Theater Practicum – 1 semester for 1/4 credit
  - section 01: Audience Development
  - section 02: Stage Performance
  - section 03: Assistant Designer
  - section 04: Dramaturgy
  - section 05: Assistant Directing
- 2 courses, at least 1 at the 200-level or higher, chosen from the following list:
  - Theater 220 Acting II: Realism
  - Theater 222 Voice and Diction
  - Theater 224 Performance Art Techniques

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### Mission

The mission of the Theater Department at Lake Forest College is to develop scholars, artists, and audiences of the performing arts, by integrating traditional undergraduate coursework with experiential learning in productions and internships. We are experienced teachers, practicing artists, engaged scholars, and promising students who express ourselves through both scholarship and performance. We offer classroom instruction that is both theoretical and practical. We mount productions of classical and contemporary drama that complement the academic curriculum. We use the theater of Chicago as a resource. We



- Theater 225 Acting for the Camera
- Theater 226 Improvisational Techniques
- Theater 255 Dramaturgy
- Theater 260 Design for the Stage: Designing Ideas
- Theater 270 Playwriting
- 1 course from the following list:
  - Theater 235 Topics in 20th Century Theater
  - Theater 236 Shakespeare
  - Theater 237 Women in Theater
  - Theater 241 African-American Drama & Theater
  - Theater 242 Violence in Theater and Film
  - Theater 250 Exploring Chicago Stages
  - Theater 251 Introduction to Performance Studies
  - Theater 252 World Performance
  - Theater 257 Theater Criticism
- 2 Theater courses at the 300-level that combine practice and literature
- the Senior Studies Requirement can be met in 1 of the following ways:
  - Theater 480: Senior Seminar
  - Theater 492: Senior Project
  - Theater 494: Senior Thesis

### Minor in Theater

At least 6 credits

- Theater 230: History of Drama I: Greeks to Shakespeare
- Theater 231: History of Drama II: Moliere to Chekhov
- 1 Theater course at the 300-level that combine practice and literature
- at least 3 additional Theater courses

encourage serious students of theater to develop skills in multiple areas, styles, and techniques. We support students in their efforts to realize their own creative vision. We provide opportunities for all members of the campus community to develop as scholars, artists, and audiences.

### Philosophy

- We believe that artistic expression can be taught and should be joined with scholarship and criticism, and that the products of artistic expression are necessary to a vibrant culture.
- We believe that making and experiencing performance offers opportunities to reflect on what it means to be human.
- We believe that the history of theater is a mirror of culture and society throughout the ages.
- We believe that theater is always socially and politically relevant, because it speaks of the world that made it and speaks to the world that sees it.
- We believe that making performance requires vision, knowledge, and discipline, and that practicing our art is an ideal model of experiential learning in the context of a liberal arts education.
- We believe that theater as an academic field is interdisciplinary, and that as an artistic practice, it is collaborative. We believe that all who engage with theater as scholars, artists, or audiences learn to appreciate the coexistence of multiple ways of knowing and the complexities of bringing different perspectives together into productive collaboration.

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# Requirements before Spring 2008

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### Requirements for the Major:

At least 10 credits

- 4 courses chosen from the following list:
  - Theater 120: Acting I
  - Theater 255: Dramaturgy
  - Theater 260: Design
  - Theater 270 / 271: Playwriting
  - Theater 375: Directing
- 2 courses chosen from the following list:
  - Theater 230: History of Drama I: Greeks to Shakespeare
  - Theater 231: History of Drama II: Moliere to Chekhov
  - Theater 235: Topics in 20th Century Theater: Shaw to Kushner
  - Theater 235: Topics in 20th Century Theater: Circus to Performance Art
  - Theater 235: Topics in 20th Century Theater: Musical Theater History
  - Theater 236: Shakespeare
- 2 courses chosen from the following list:
  - Theater 235: Topics in 20th Century Theater: Musical Theater
  - Theater 235: Topics in 20th Century Theater: GLBT Voices
  - Theater 235: Topics in 20th Century Theater: Performance Art
  - Theater 236: Shakespeare
  - Theater 237: Women in Theater
  - Theater 241: African-American Theater & Drama
  - Theater 242: Violence in Drama & Theater: Shakespeare to Tarantino
  - Theater 251: Introduction to Performance Studies
  - Theater 252: World Performance
  - Theater 253: American Celebrations
  - Theater 257: Theater Criticism
  - Theater 340: Renaissance Drama
  - Theater 355: Dramatic Criticism
  - Theater 350: Dramatic Theory
- at least 1 additional Theater courses
- the Senior Studies Requirement can be met in 1 of the following ways:
  - Theater 480: Senior Seminar
  - Theater 492: Senior Project
  - Theater 494: Senior Thesis

### Requirements for the Minor:

At least 6 credits

- 2 courses chosen from the following list:
  - Theater 120: Acting I
  - Theater 255: Dramaturgy
  - Theater 260: Design
  - Theater 270 / 271: Playwriting
  - Theater 375: Directing
- 1 course chosen from the following list:
  - Theater 235: Topics in 20th Century Theater: GLBT Voices
  - Theater 237: Women in Theater
  - Theater 241: African-American Theater & Drama
  - Theater 242: Violence in Drama & Theater: Shakespeare to Tarantino
  - Theater 251: Introduction to Performance Studies
  - Theater 252: World Performance
  - Theater 253: American Celebrations
  - Theater 257: Theater Criticism
  - Theater 340: Renaissance Drama
  - Theater 355: Dramatic Criticism
  - Theater 350: Dramatic Theory
- at least 3 additional Theater courses



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### Requirements for the Major:

At least 10 credits

- 3 courses chosen from the following:
  - Theater 120: Acting I
  - Theater 255: Dramaturgy
  - Theater 260: Design
  - Theater 270 / 271: Playwriting
- 2 courses chosen from the following:
  - Theater 230: History of Drama I: Greeks to Shakespeare
  - Theater 231: History of Drama II: Moliere to Chekhov
  - Theater 232: Shaw to Kushner taken in Spring 2009 will fulfill one of these two credits.
- Theater 200: Technical Theater Practicum – 3 semesters for 1/4 credit each
  - section 01: Management
  - section 02: Front of House

- section 03: Technical/Backstage
- section 04: Costumes, Makeup, and Hair
- Theater 205: Artistic Theater Practicum – 1 semester for 1/4 credit
  - section 01: Audience Development
  - section 02: Stage Performance
  - section 03: Assistant Designer
  - section 04: Dramaturgy
  - section 05: Assistant Directing
- 2 courses chosen from the following:
  - Theater 235: Topics in 20th Century Theater: Musical Theater
  - Theater 235: Topics in 20th Century Theater: GLBT Voices
  - Theater 235: Topics in 20th Century Theater: Performance Art
  - Theater 236: Shakespeare
  - Theater 237: Women in Theater
  - Theater 241: African-American Theater & Drama
  - Theater 242: Violence in Drama & Theater: Shakespeare to Tarantino
  - Theater 251: Introduction to Performance Studies
  - Theater 252: World Performance
  - Theater 253: American Celebrations
  - Theater 257: Theater Criticism
- 1 course chosen from the following list:
  - Theater 340: Renaissance Drama
  - Theater 355: Dramatic Criticism
  - Theater 350: Dramatic Theory
  - Theater 375: Directing
- the Senior Studies Requirement can be met in 1 of the following ways:
  - Theater 480: Senior Seminar
  - Theater 492: Senior Project
  - Theater 494: Senior Thesis

#### **Requirements for the Minor:**

At least 6 credits

- 2 courses chosen from the following:
  - Theater 230: History of Drama I: Greeks to Shakespeare
  - Theater 231: History of Drama II: Moliere to Chekhov
  - Theater 232: Shaw to Kushner taken in Spring 2009 will fulfill one of these two credits.
- 1 Theater course at the 300-level that combines practice and literature – Please note: Theater 380 taken in Spring 2009 will not meet this requirement.
- at least 3 additional Theater courses

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## Urban Studies

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## Urban Studies

In 2008, the United Nations Population Fund reported that for the first time in human history, over half of the world's population lived in urban areas. This statistic reflects tremendous urban growth over the last century, and indeed, only 30% of the world's population lived in urban areas as recently as 1950. The current Urban Studies program at Lake Forest College was designed with this significant demographic fact in mind.

As the urbanization trend continues, most Lake Forest College graduates are likely to find themselves working in urban areas, and many will be actively involved with urban specific issues in environment, communication, infrastructure, planning, politics, and social organization. Because Lake Forest College is only 30 miles from Chicago, our students and faculty are well-situated to treat the city as an urban laboratory in which to explore these issues. Chicago-oriented courses are available in almost all the departments in the College.

The Urban Studies minor provides a way for students who foresee themselves in urban-oriented careers or who have an academic interest in cities to formally pursue coursework that focuses on the urban experience. The minor works to complement existing majors, and anticipates that students will have methodological training within their majors to help guide their urban work. The minor includes a [core course](#) and a significant internship component. Students interested in pursuing the minor are encouraged to contact a member of the Urban Studies committee and declare the minor early to help ensure good guidance through the minor.

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### DEPARTMENT NEWS



Tyler Lawrence '11 interns for newly elected Congressman Dold



Prof. Swyers on WGN Radio

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## Faculty

### [Holly Swyers](#)

Associate Professor of Anthropology and Chair of Sociology and Anthropology, Chair of Urban Studies

**Areas of Study:** U.S. culture, 20th-21st century education, sports, community development and maintenance

### [Eli Robb](#)

Associate Professor of Art

**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

Julia Fiske

Internship Coordinator for Social Sciences and Humanities

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### Contacting Faculty

Individual email addresses and phone numbers can be found in each faculty member's profile.

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### 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.)

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# 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.

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### 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: Global City/City of Neighborhoods
  - 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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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

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

Lois B. Barr (1996)

B.S., Georgetown University; M.A., Middlebury College; Ph.D., University of Kentucky; Associate Professor of Spanish

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

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

David Bennett (2003)  
B.A., Lake Forest College; M.A., Brandeis University; M.A., Loyola University  
(Chicago); Director of Admissions for Enrollment

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

Chris Bergmann (2009)  
B.S., Westmont College; M.A., Wheaton College; Head Men's Soccer  
Coach

Hassen Bettaieb (2011)  
B.A., University of Paris, Sorbonne; B.A., California State University; M.A.,  
University of Arkansas; Lecturer in Arabic

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

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

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

Michael Dau (1966)

B.A., Lake Forest College; Physical Educator and Coach

Miguel de Baca (2009)

B.S., Stanford University; Ph.D., Harvard University; Assistant 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 DeBurman (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

Lori Del Negro (2003)

B.S., Hartwick College; Ph.D., University of Colorado; Associate Professor of Chemistry

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

Mary Emily Duba (2013)

B.A., Seattle University; M.Div., Yale Divinity School; Lecturer in Religion

Meredith DuMais (2010)

B.A., Boston College; M.A., Boston College; Associate Director of Admissions

Eva Dziadula (2010)

B.A., Lake Forest College; M.A., University of Illinois at Chicago, Lecturer in Economics

Scott Edgar (2012)

B.A., Bowling Green State University; M.A., University of Dayton; Ph.D., University of Michigan; Assistant Professor of Music

Rick Elgendy (2011)

B.A., Georgetown University; M.A., University of Chicago Divinity School; Lecturer in Religion

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

Julia Fiske (2004)  
B.A., Williams College; J.D., Loyola University School of Law; M.A., Ph.D.,  
Northwestern University; Internship Coordinator for Social Sciences

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

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

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

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-Berkley; 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

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

Nicole Hannemann (2013)

B.S., University of Illinois (Urbana); M.E., Lesley University; Lecturer in  
Education

Michael Hartney (2014)

B.A., Vanderbilt University; M.A., 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

Jennifer Hercreg (1997; 1999-2005; 2007)

B.A., Illinois State University; M.A., Northwestern University; Lecturer in

## Education

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

Fatima A. Imam (2008)

M.A., M. Phil, Aligarh Muslim University, India; Ph.D., University of Toronto; Assistant Professor of History

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

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

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

Jacob Knabb (2013)  
B.A., West Virginia University; M.F.A., Purdue University; Visiting Assistant  
Professor of English

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

Kevin Kohlstedt (2013)  
B.S., University of Kansas; Ph.D., Northwestern University; Lecturer in  
Chemistry

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

Jason LaFountain (2014)  
B.A., University of Chicago; M.A., University of Maryland; M.A., Ph.D., Harvard University; Lecturer in Art History

Nancy Latka (2014)  
B.A., Indiana University; M.S., Northwestern University; Lecturer in Education

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

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

Hung Li (2008)  
B.S., Chinese University of Hong Kong; M.A., Polytechnic University of Hong Kong; Lecturer in Chinese

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; Assistant 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

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

Richard Mallette (1991)  
B.A., Boston College; M.A., Ph.D., Harvard University; Distinguished Service  
Professor of 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

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

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 Menuet (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; Associate 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



Jason Pitt (2013)  
B.S., University of Evansville; Ph.D., Northwestern University; Lecturer in  
Biology

Alla Podolny (2012)  
B.S., Samara State University (Russia); M.S., Ph.D., Technion (Israel);  
Lecturer in Mathematics

Gladys Poma (2012)  
B.A., University of Lima (Peru); M.A., Loyola University Chicago; Lecturer in  
Mathematics

George Pryjma (2011)  
B.A., M.A., Northwestern University; Lecturer in Mathematics and  
Education

David Rademacher (2014)  
B.A., Hamline University; M.S., Ph.D., University of Wisconsin-Milwaukee;  
Visiting Assistant Professor of Psychology

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

DeJuran Richardson (1986-1991; 1993)  
B.A., M.S., Ph.D, Northwestern University; Associate Dean of the Faculty;  
Professor of Mathematics

Eli Robb (2004)  
B.A., University of California (Berkeley); 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

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

Jessica Schary (2014)

B.A., University of Maryland; MS Ed., Hunter College; Assistant Director of Admissions

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

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

Don Share (2010)

B.A., Brown University; M.S., Simmons College; M.A., Ph.D., Boston University; Lecturer in English

Alan Sherbin (2014)

B.S., University of Illinois; M.B.A., Illinois State University; Lecturer in Finance

Alexander W. Shingleton (2013)  
B.A., University of Oxford (UK); Ph.D., University of Cambridge (UK);  
Associate Professor of Biology

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

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

Melissa Torchia (2014)  
B.F.A., University of Arizona; M.F.A., Northwestern University; Costume Designer

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

Renato Umali (2011)  
B.A., Northwestern University; M.F.A., University of Wisconsin; Lecturer in Communication

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

Thea Wilson (2014)

B.S., University of California-Santa Cruz; Ph.D., Northwestern University; Visiting Assistant Professor of Chemistry

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; Visiting 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

Tung Hon Jeong (1963-1997)

B.A., Yale College; Ph.D., University of Minnesota; Professor of Physics, 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

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

David Bennett  
Interim Vice President for Admissions

Jim Cubit  
Director of Library and Information Technology

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

## **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