

# **Course Descriptions for 100- and 200-Level Classes**

*Fall 2025 Academic Catalog*

## **Document Overview**

This catalog contains official course descriptions for all approved 100- and 200-level undergraduate courses offered in Fall 2025. The information has been compiled and verified against the current academic curriculum to support registration, academic advising, and student planning.

Courses are organized alphabetically by department and include titles, prerequisites, and catalog descriptions copied directly from the official 2024-2025 curriculum.

## **AFRICAN AMERICAN STUDIES (AFAM)**

### **AFAM 110: Intro to African American Studies**

This course provides an overview of African American history and culture. Topics include major events, persons, and issues spanning the period from the African heritage to contemporary times. Students survey the evolution of African American expressive culture in music, literature, film, art, and dance. The course includes lectures, discussions, and video presentations. (This course satisfies Humanities and Domestic Pluralism.)

### **AFAM 200: Black Politics and Protest**

This course traces moments in the history of Black America's quest for freedom and survival. This course analyzes how Black political movements have operated in relation to, and in response to, segregation, (un)employment, housing, policing and incarceration, voting rights, health, education, and law. Consequently, this course examines how state repression has responded to, neutralized, and liquidated Black movements and the people that led them. While the focus is primarily on Black American politics and struggle, this course also showcases how Black political engagement has always been globally linked with struggles for liberation across Africa and the Caribbean, Latin and South America, Europe, and Asia. From slavery and abolition, the Civil War and Reconstruction, Jim Crow and Civil Rights, neoliberalism and war, to the election of Barack Obama in 2008, we examine the cultural, social, and political depth that Black people have carved in a history of American political discourse. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

*Cross listed: POLS 282*

### **AFAM 202: African American History 1619-1865**

This course surveys the history of African Americans in the New World, from the first colonial encounter through the sociopolitical changes of the burgeoning United States that led to the Civil War (1861-1865). The history of African Americans in the United States is often defined by the chattel slavery experience. However, the early years of American history that made people of African descent American are much more complex. By centering the actions and voices of the heterogeneous African American community, this course examines topics including the Middle Passage, domestic slavery expansion, free and maroon black communities, various resistance strategies, interracial coalitions, and the role of enslaved people in bringing about their own emancipation. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

*Cross listed: HIST 202*

### **AFAM 214: James Baldwin**

In his powerful and moving novels and essays, James Baldwin confronted the lies America told itself about race, exposing the roots of social and political and cultural systems that superficially boasted of improving race relations but that instead

continued to marginalize Black and brown bodies. This course offers a close reading of Baldwin's fiction and his essays, probing the ways that he provides a critique of the politics of race, sexuality, and nation in his own time and in ours. The course also includes readings and discussions of critical analyses of Baldwin's writings. No prerequisites. (*This course satisfies Domestic Pluralism and Writing Intensive.*)  
*Cross listed: HIST 214*

### **AFAM 216: African American Literature I**

This course is an introduction to the writings of African-Americans before the Civil War. These diverse documents tell tales of faith, perseverance, rebellion, suffering, freedom, independence, cunning, and patriotism that are an integral part of the American literary canon. We read a collection of classics together, compare and contrast the voices represented, and consider the diversity of responses to finding oneself in chains in one of the most brutal forms of chattel slavery the world has ever known. Voices studied include Douglass, Wheatley, Jacobs, Brown, Wilson, Walker, Turner, and Thurman. (*This course satisfies Domestic Pluralism and Writing Intensive.*)  
*Cross listed: HIST 216*

### **AFAM 235: Racism and Ethnic Relations**

This course surveys of the development of the theories of race and ethnic relations at the individual, group, and cultural levels. Students will examine the impact these theories have had on social policy. The course focuses on the experience of Asians, Latinos and African Americans with special attention given to institutional expressions of oppression in American Society. (This course satisfies Social Science and Domestic Pluralism.)  
*Cross listed: SOAN 235*

### **AFAM 255: Philosophy of Race and Racism**

This course examines philosophical approaches to race and racism. We pay special attention to the normative, metaphysical, and conceptual problems and solutions that inform philosophical race theory. Some of the key questions we answer include the following: Is race a natural kind, a social kind, or something else entirely? What does philosophy have to contribute to the study of race and racism? What is the relationship between race and racism? Ultimately, the aim of this course is to provide students with a philosophical toolkit that will allow them to engage in civil and informed critical discussions about the nature and consequences of race talk and the practice of racism. No prerequisites. (Not recommended for first-year students.) (This course satisfies Humanities and Domestic Pluralism.)  
*Cross listed: PHIL 255*

### **AFAM 258: Fight the Power**

(*Fight the Power: Spike Lee's Black Aesthetics.*) As one of the greatest filmmakers of all time, Spike Lee is both loathed and loved. His films challenge the stereotypes and paternalistic assumptions about African Americans that have become sacrosanct in

America's popular imagination. We will explore how the aesthetic representation of race, class, and gender in Spike Lee's filmography have helped create a new genre of film called African American noir. In so doing, we will watch several of Spike Lee's films, documentary projects, and television ads. Ultimately, our goal will be to appreciate Lee's cinematic technique, examine his critique of white supremacy, and consider the cultural and historical events that have shaped his artistic vision. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

*Cross listed: PHIL 258, CINE 258*

### **AFAM 283: Race, Class, Gender, and the Media**

Race, class, and gender occupy important places in the contemporary study of the media. This course explores the connections between race, class, and gender through the exploration of the intersections between these important components of social structure and ideology. The motivating goal in this course is to show students how social structure and meaning become intertwined elements in how we experience race, class, and gender. An important element in this course will be the emphasis on the identities and positions of relatively less empowered groups in contemporary society. This will be done through a focused consideration of structural and ideological elements of contemporary culture as found in: the media industry, journalism, social constructions of reality, music, film, television, radio, and the internet. (This course satisfies Social Science and Domestic Pluralism.)

*Cross listed: COMM 283*

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## **ARABIC (ARBC)**

### **ARBC 110: Beginning Arabic I**

Students will learn to read, write and understand Modern Standard Literary Arabic, and to use the language in basic conversation, including exchanging courtesies, meeting people, asking questions and providing information. No prerequisite. (This course satisfies Humanities.)

*Cross listed: ISLM 110*

### **ARBC 210: Intermediate Arabic**

Students will advance their knowledge of reading, writing and speaking basic Modern Literary Arabic as well as their understanding of the use of language in cultural context. Prerequisite: ARBC 112 or equivalent. (This course satisfies Humanities and Global Perspective.)

*Cross listed: ISLM 210*

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## **ASIAN STUDIES (ASIA)**

### **ASIA 110: Beginning Chinese I**

(Beginning Chinese Language I, in Cultural Context) This course is for students with no previous knowledge of Chinese. Students will learn the rudiments of both spoken and written Chinese (Mandarin) in cultural context. The course exposes students to aspects of traditional Chinese culture via experiential learning; it integrates language learning with cultural experiences which may include the practice of Chinese calligraphy, traditional Chinese painting and Kungfu, singing Peking opera, learning the traditional Chinese game of Go and immersive excursions to Chicago's Chinatown. (This course satisfies Humanities and Global Perspective.)

*Cross listed: CHIN 110*

### **ASIA 110: Beginning Japanese I**

An introduction to the form of spoken Japanese along with Japanese customs and culture. Most of the fundamental structures are covered in Japanese 110 and 112, together with writing practice in the hiragana and the katakana syllabaries. 112 is a continuation of 110. Lab work is an integral part of the sequence. No prerequisites. (This course satisfies Humanities.)

*Cross listed: JAPN 110*

### **ASIA 160: Introduction to Asian Religions**

This course examines religious identities and practices in various regional contexts of Asia, including those described as Hindu, Buddhist, Jain, Sikh, Confucianist, and Islamic. Students learn about complex interrelations of these traditions within a wider global context and examine their modern expressions. Students read scriptural texts and analyze the diversity of their interpretations while participating in historical role-playing games, which use an innovative methodology called Reacting to the Past. Students research and articulate opinions of historical characters, while learning to express themselves with clarity, precision, and force. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)

*Cross listed: RELG 160*

### **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. No prerequisites. (This course satisfies Humanities and Global Perspective.)

*Cross listed: HIST 200*

### **ASIA 210: Intermediate Chinese**

This course will continue the fundamentals of Chinese conversation begun in the first-year series, Chinese 110 and 112, and continue work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes

will be supplemented with laboratory exercises and written work. Prerequisite: CHIN 112 or equivalent. (This course satisfies Humanities and Global Perspective.)

*Cross listed: CHIN 210*

### **ASIA 211: Interm Japanese in Cultural Context**

(Intermediate Japanese in Cultural Context.) This course continues the fundamentals of Japanese conversation begun in the first-year series, Japanese 110 and 112, and continues work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes are supplemented with audio materials and exercises and daily written work using hiragana, katakana, and kanji. This course also familiarizes students with Japanese society, customs, and culture. Students will make a researched presentation concerning a specific topic of interest related to Japanese culture, customs, society, politics, or the economy. Prerequisite: Japanese 112 or consent of instructor. (This course satisfies Humanities and Global Perspective.)

*Cross listed: JAPN 211*

### **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. No prerequisites. (This course satisfies Humanities and Global Perspective.)

*Cross listed: RELG 213*

### **ASIA 215: Buddhist Paths to Nirvana**

In this course, we delve into ways in which Buddhist philosophers, monks, nuns, and the lay community respond to what they see as the core problem of human existence: suffering. From its origins in India to the spread of Buddhism throughout Asia and, now, the global diaspora, we study contemporary and historical Buddhist traditions and movements, including Theravada, Mahayana, Tantric (esoteric) Buddhism, Dr. Ambedkar's Navayana, and engaged Buddhism, which applies long-standing Buddhist values to the social, political, economic, and ecological problems of today. We turn to the writing of some of the world's greatest spiritual leaders, such as Dalai Lama and Thich Nhat Hanh, who offer practical advice on everyday challenges of being human. This course includes a significant experiential component. Students meet Buddhist practitioners from the greater Chicago area and practice meditation, learning specific techniques that they can take with them beyond the classroom. No prerequisites. (This course satisfies Humanities and Global

Perspective.)

*Cross listed: RELG 215*

### **ASIA 226: Religion and Gender in South Asia**

This course examines representations of gender, divinity, and power in South Asia. Delving into epics, hymns, women's songs, animated films, scholarly articles, and observation of contemporary religious practices, we ask whether stories of Hindu goddesses empower women or serve the interests of a patriarchal culture. Through a variety of approaches, we investigate how women and men experience, negotiate, and subvert constructions of gender, femininity, and masculinity. The course culminates in a role-playing game, which uses an innovative methodology called *Reacting to the Past* to delve into legislation on Sati (ritual widow-burning) in colonial India. Students research and articulate opinions of historical characters, while learning to express themselves with clarity, precision, and force and developing their public speaking skills. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)

*Cross listed: GSWS 226, RELG 226*

### **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. No prerequisites. (This course satisfies Humanities and Global Perspective.)

*Cross listed: HIST 262*

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## **ART (ART)**

### **ART 105: Intro to Digital and Studio Arts**

Introduction to fundamental concepts in digital and studio art through a series of creative projects. This course emphasizes both digital and hands-on making while introducing students to critical issues in contemporary art and design. Students engage with drawing, color theory, composition, and time-based digital media. The course provides a foundation for students interested in pursuing further study in Studio Art and Digital Media Design. No prerequisites. Course Fee Applies. (This course satisfies Creative & Performing Arts and Technology Intensive.)

### **ART 130: Elements of Design**

Introduction to basic design problems in various two- and three-dimensional techniques and media. A prerequisite for most other courses in studio art. Course Fee Applies. (This course satisfies Creative & Performing Arts.)

### **ART 131: Studio Art: Drawing**

The primary purpose of this introductory drawing course is to help you develop your

ability to interpret and record the world around you. This course provides you with techniques to translate the 3-dimensional world into 2 dimensions. You learn the basics of line, value, and composition to help translate observations and ideas into drawings. Through this course, you develop a visual vocabulary to critically examine the world and develop themes that you will communicate visually.

### **ART 142: Digital Design Foundations**

Digital Foundations uses formal exercises of the Bauhaus to teach the Adobe Creative Suite. The curriculum decodes digital tools and culture while explaining fundamental visual design principles within a historical context. Students develop an understanding of the basic principles of design in order to implement them using current software. There are no prerequisites for this course. Course Fee Applies. (This course satisfies Creative & Performing Arts and Technology Intensive.)

### **ART 233: Sculpture**

This course will familiarize students with the basic language and art-historical background of sculpture as both a narrative medium and a contemplative objectification of some of humankind's deepest desires. Reading key texts in the theory and history of modern and contemporary sculpture along with the creation of sketches, models and 3-dimensional artworks students will explore how sculpture functions in various contexts to convey meaning and to pose questions of reality and perception, identity, originality, psychology, society and space. Course Fee Applies. (This course satisfies Creative & Performing Arts and Technology Intensive.)

### **ART 240: Digital Photography**

This introductory course familiarizes students with the fundamental concepts and practice of digital photography. Students use the basic elements of the camera - the lens, the shutter and the aperture - as well as the inventive use of lighting, to create images that are processed through the digital environment of the computer lab. The course addresses aesthetic principles as they relate to composition, space, exposure, light and color. Processing of images includes learning to control scale, color, file size and resolution while moving from digital image to printed document. Students also learn an introduction to photographic history and visual literacy. No prerequisites. Course Fee Applies (This course satisfies Creative & Performing Arts and Technology Intensive.)

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## **ART HISTORY (ARTH)**

### **ARTH 110: Intro to Visual Arts and Design**

(Introduction to Visual Arts and Design) This course introduces students to the subject of art history and the major questions and methods of the discipline.

Students will not only learn foundational issues, such as composition, medium, and basic interpretive skills, but also the ways in which art, architecture, and design are defined and have operated in cultures across time. The principal aim of the course is



to give students the opportunity to analyze and write about works of art. This is the recommended first course in Art History and is required of all Studio Art and Art History majors and minors, although students of all disciplinary backgrounds and skill levels are welcome. (This course satisfies Humanities.)

### **ARTH 200: New Media Art and Design**

(Survey of New Media in Art, Design, Technology and Culture.) New media is at the cutting edge of the production of art and design. But what is it and how does it help shape visual cultures, and societies around the world? This course takes a humanistic, global approach to learning about this dynamic topic. Theories of new media help us understand the technological and information revolution. Art and new media have become integral parts of our changing societies. Theoretical, practical, and cultural ideas such as Postmodernism, The Anthropocene, and Post-humanism are examples of ways to understand the influence of New Media in our world. No prerequisites. (This course satisfies Humanities and Global Perspective.)

### **ARTH 218: Twentieth Century Art**

Introduction to European and American art from Post-Impressionism to Postmodernism. Course readings reveal competing constructions of this history that is still in the making. Students tie classroom study to the collections of area museums. (This course satisfies Humanities and Writing Intensive.)

### **ARTH 219: American Art**

The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from the Colonial period to the present. (This course satisfies Domestic Pluralism and Writing Intensive.)

*Cross-listed: AMER 219*

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## **BIOLOGY (BIOL)**

### **BIOL 106: Nutrition and the Human Body**

American culture is obsessed with food, but what do we really know about food? This course will explore multiple biological aspects of food. The course will begin with basic nutrition and then study diets, vitamins, and other supplements to determine if they really work. The biological, genetic, and environmental aspects of disorders such as obesity, anorexia, diabetes, heart disease, and cancer will be examined. The safety of food has become a greater concern in society due to genetic engineering, irradiation of food, use of pesticides, and food-borne illness such as 'mad cow' and E. coli. These risks will be studied. The course will conclude with an exploration of the effects of meat- or grain-based diets on the environment. (This course satisfies Natural Science.)

### **BIOL 112: Learning About Our World**

Learning About Our Living and Physical World) This course examines selected

topics in life science, earth science, and physical science, such as the human body and its functions; ecosystems; weather; the physical and chemical properties of matter; energy and motion of objects; and components of the solar system.

Designed primarily to provide elementary education majors with the necessary background for teaching in K-8 schools, the course is appropriate for other students interested in strengthening their knowledge and confidence in investigating fundamental concepts and ideas in science. Students participate in lectures, discussions, presentations and projects, and laboratory activities. Does not satisfy requirements for the Biology major. (This course satisfies Natural Science.)

*Cross listed: EDUC 112*

### **BIOL 120: Organismal Biology**

This course will address the organization and function of multicellular organisms. Although focused primarily on plants and animals, other kinds of organisms will be discussed. Regulation, homeostasis, and integration of function; nutrient acquisition, processing, and assimilation; photosynthesis; gas exchange; reproductive patterns; and development are all topics that are included in this course. Readings from an introductory text and the secondary and primary scientific literature will be required. Students must also register for a lab. Prerequisite: Science placement test required. Please see Requirements page on the Biology Department website for details. (This course satisfies Natural Science.)

### **BIOL 130: Deadly Shapes, Hostage Brains**

Age-related neurological diseases that hold our brain hostage are major 21st-century global health burdens and are among the most actively funded areas of medical research. In this course, students delve into primary literature through research projects that investigate how deadly protein shapes underlie complex neurodegenerative illnesses, like Alzheimer's, Huntington disease, and Parkinson disease and discover how little we still know, despite astonishing advances. Students dissect human brains to understand the underlying brain pathology. Trips to Chicago to visit neurology laboratories, neuroscience research centers, and attend a major neuroscience conference present the latest advances in neurological research. Additionally, students debate ethical dilemmas that face society as neuroscientists race towards solving current medical mysteries and experiment with potential new treatments. Students who have taken FIYS106 will not receive credit for this course. Two discussion/lecture and two laboratory hours per week. No prerequisites. (This course satisfies Natural Science and Speaking Intensive.)

*Cross listed: NEUR 130, PSYC 130*

### **BIOL 131: Bio Inq: Invasion Ecology**

(Biological Inquiry Seminar: Invasion Ecology) This course will introduce students to the study of invasive species. The course will demonstrate how invasive species are used to address complex issues in ecology, evolution, and biogeography, and how invasive species can affect habitat structure, community composition, and ecosystem services. Invasion ecology is integrative by its very nature and students

will have the chance to explore numerous aspects in invasion ecology from local examples of species of economic and ecological concern, to species considered global epidemics. Specific examples will be driven by student interest. The course may include local field trips. Prerequisite or corequisite: BIOL 120, or with instructor approval. (This course satisfies Natural Science and Speaking Intensive.)

### **BIOL 145: Bio Inq: Patterns Animal Behavior**

(Biological Inquiry Seminar: Adaptive Patterns of Animal Behavior) The world's diverse animal species display a fascinating variety of behaviors that sometimes seem to defy explanation. Students will learn to apply evolutionary principles and scientific inquiry to solving the puzzles of animal behavior. Looking at videos, primary research articles, and popular writing, we will examine how the scientific process of posing questions, proposing hypotheses, and testing predictions leads us to understand the behavior of many species including our own. Lectures, discussion, student presentations, and projects. Three hours per week. Pre-requisite: BIOL 120 or permission of the instructor.

### **BIOL 209: Human Physiology**

This course begins with a review of the cellular processes that influence the survival of all physiological systems in the human body. Following that foundation, a deeper exploration into the function of each major system is emphasized. The lecture component includes the functional study of muscular, neurophysiological, special sensory, immune, endocrine, hematologic, cardiovascular, respiratory, digestive, urinary and reproductive systems. Metabolomics, fluid-electrolyte and acid-base balance is incorporated into their respective physiological systems. Lab focuses on physiological experimentation and application. This course is intended primarily for students who aspire to enter into health fields. Prerequisites: BIOL120, CHEM115, and BIOL 208.

*cross listed: HPPC 209, NEUR 209*

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## **BUSINESS (BUSN)**

### **BUSN 130: Applied Statistics**

This course covers three standard topics in statistics at the introductory level: probability theory, statistical inference, and regression analysis. Among the individual topics covered are descriptive statistics, probability rules, discrete probability distribution functions including the bivariate and binomial distributions, continuous density functions including the Normal and t distributions, sampling, hypothesis testing, test statistics, p-values, correlation versus causation, and an introduction to multivariate linear regression analysis. All topics are applied to techniques important to analyze economic, business, and financial behavior. Students who have taken this course will not receive credit for MATH 150. (This course satisfies Quantitative

Reasoning.)

*Cross listed: ECON 130, FIN 130*

### **BUSN 225: Principles of Marketing**

This course focuses on the analysis of how marketing concepts impact an organization through the development of the marketing mix (product, price, place and promotion). Building upon these concepts, students develop an understanding of how marketing managers develop specific strategies in order to gain competitive advantage in a global economy. No prerequisites.

### **BUSN 245: Principles of Management**

This course introduces important organizational and management concepts and applications, and their relevance to individual and organizational goal attainment. The course revolves around the main functions of managers: planning, organizing, leading, and controlling. The emphasis is on real-world application through experiential learning. No prerequisites.

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## **CHEMISTRY (CHEM)**

### **CHEM 115: Chemistry I**

An introduction to and study of the fundamental concepts and principles of chemistry. Atomic and molecular structure, periodic relationships, chemical bonding, stoichiometry. Properties and theories of gases, liquids, and solids. Laboratory introduces quantitative measurements and computer applications. This course will meet admissions requirements for medical, dental, or pharmacy school. Three class meetings, one laboratory per week. Students must register for a lab. Prerequisite: Satisfactory score on the departmental placement test to assess quantitative skills or a passing grade in Chemistry 114. Please see Chemistry Department requirements page for details. (This course satisfies Natural Science.)

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## **CHINESE (CHIN)**

### **CHIN 110: Beginning Chinese I**

(Beginning Chinese Language I, in Cultural Context) This course is for students with no previous knowledge of Chinese. Students will learn the rudiments of both spoken and written Chinese (Mandarin) in cultural context. The course exposes students to aspects of traditional Chinese culture via experiential learning; it integrates language learning with cultural experiences which may include the practice of Chinese calligraphy, traditional Chinese painting and Kungfu, singing Peking opera, learning the traditional Chinese game of Go and immersive excursions to Chicago's Chinatown. (This course satisfies Humanities and Global Perspective.)

*Cross listed: ASIA 110*

**CHIN 210: Intermediate Chinese**

This course will continue the fundamentals of Chinese conversation begun in the first-year series, Chinese 110 and 112, and continue work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes will be supplemented with laboratory exercises and written work. Prerequisite: CHIN 112 or equivalent. (This course satisfies Humanities and Global Perspective.)

*Cross listed: ASIA 210*

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**CINEMA STUDIES (CINE)****CINE 175: Introduction to Film Studies**

This course addresses basic topics in cinema studies, including: cinema technique, film production style, the basic language of film criticism, genres of cinema, movements from the history of cinema, and film criticism. Many topics are addressed through careful analysis of particularly important and representative films and directors. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

**CINE 200: Film Editing**

This course focuses on different theories and approaches in film editing. It examines the techniques and aesthetic principles of editing of various filmmakers in film history. This class also provides practical experiences for students, who are assigned creative video editing projects. No prerequisites. (This course satisfies Creative & Performing Arts and Technology Intensive.)

**CINE 201: Narrative Filmmaking**

This course gives students experience in narrative film production through use of practical projects. The course also provides an understanding of the basic terms and elements of narrative films. Students are introduced to the preproduction, production and post-production steps of narrative filmmaking while they explore the fundamentals of narrative film structure and production. No prerequisites. (This course satisfies Creative & Performing Arts and Technology Intensive.)

**CINE 215: Philosophy of Miyazaki**

(Philosophy of Miyazaki: Nature, Magic, Critique) In this course, we study the philosophical underpinnings in films created by one of the most celebrated anime artists, Hayao Miyazaki. His oeuvre artfully incorporates themes from several Asian philosophies (including Daoist, Buddhist, and Shinto traditions) with critiques of modern warfare and technology. The especially interesting approach of studying these philosophies through Miyazaki's film is that we learn their insights through an immersive experience involving magical worlds portrayed with stunning visuals and audio and full of memorable and deeply sensitive characters. Our study spans political philosophy, philosophy of nature, aesthetics, philosophy of religion, and

ethics. The class proceeds as a seminar, with discussion leading our study of written texts and films. (This course satisfies Global Perspective and Writing Intensive.)

*Cross listed: PHIL 215*

### **CINE 258: Fight the Power**

*(Fight the Power: Spike Lee's Black Aesthetics.)* As one of the greatest filmmakers of all time, Spike Lee is both loathed and loved. His films challenge the stereotypes and paternalistic assumptions about African Americans that have become sacrosanct in America's popular imagination. We will explore how the aesthetic representation of race, class, and gender in Spike Lee's filmography have helped create a new genre of film called African American noir. In so doing, we will watch several of Spike Lee's films, documentary projects, and television ads. Ultimately, our goal will be to appreciate Lee's cinematic technique, examine his critique of white supremacy, and consider the cultural and historical events that have shaped his artistic vision. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

*Cross listed: AFAM 258, PHIL 258*

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## **COLLEGE STUDIES (COLL)**

### **COLL 115: Math for Health Professionals**

This course is designed for students enrolled in COLL 105 and those interested in pre-health programs who do not meet the requirements for Chem 115 and/or Bio 120. The course focuses on developing problem-solving skills essential for quantitative courses in the health professions. Students apply mathematical concepts to real-life examples from health care settings. (This course satisfies Quantitative Reasoning.)

### **COLL 150: Data Analytics using Excel**

In this course, students learn basic and intermediate Microsoft Excel skills to help them analyze data and model outcomes. Students will learn how to perform spreadsheet calculations, create and interpret graphs and charts, execute Excel formulas and functions, manage workbook data, analyze table data, automate worksheet tasks, employ macros and VBA, and conduct "what if" analyses. Students who do not own a Microsoft PC computer will need to use the college computer labs to complete the work in this class. This course is administered entirely through Moodle. The instructor provides recorded lectures and hosts live office hours to provide support for students as needed. Self-guided work is to begin immediately upon the semester beginning. To start the coursework, students go to the Moodle page and read the syllabus to understand the sequencing of the course and to start working on the assignments. (This course satisfies Technology Intensive.)

### **COLL 151: Fundamentals of Quantitative Problem Solving**

This course focuses on the development of problem-solving skills needed for quantitative courses of study at Lake Forest College. Students will work on problems

requiring application of concepts from algebra, probability, and statistics. This 0.50-credit course is graded Pass-Fail with the option to convert to a letter grade. Instructor approval is required. No prerequisites.

### **COLL 210: Intergroup Dialogue Facilitator Training**

Students in this course train to facilitate intergroup dialogues, which are structured conversations in which individuals on many sides of an issue come together to learn from one another about questions of identity, including race, class, gender, sexuality, religion, and disability. This training will develop facilitation skills that can be used in many settings—the classroom, the workplace, and beyond. Students in this course will learn to facilitate dialogue by participating in dialogue; thus, this course requires a high level of participation from all students. No prerequisites. (This course satisfies Domestic Pluralism.)

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## **COMMUNICATION (COMM)**

### **COMM 110: Introduction to Communication**

Communication is a word that encompasses a wide range of human activity. This course will introduce students to: the over-arching theoretical considerations that define the field of communication, fundamental questions about how best to go about the practice of communication inquiry, keystone works in the history of the field of communication, and philosophical considerations that undergird the contemporary study of communication. The course is dedicated to the two animating themes in Lake Forest College's Department of Communication: media studies and rhetoric. Readings, written assignments, and class discussion will involve these two themes and the numerous points of contact between them. Limited to first- and second-year students. Juniors and Seniors must have permission from the instructor to enroll.

### **COMM 135: Rhetoric and Speech**

Preparation and criticism of both formal and informal public speeches, including exposition, narration, description, argumentation, and persuasion. (This course satisfies Speaking Intensive.)

### **COMM 212: Visual Rhetoric**

We are surrounded by visual communication in our daily lives, yet the ubiquity of visual imagery makes it difficult for us to critically evaluate the images we see. In this course we will approach visual artifacts as texts, paying particular attention to their relationship to the political, social, and economic climate in which they reside. Throughout the semester we will develop a lexicon of visual terms, engage a variety of visual texts, such as monuments, advertisements, photography, typography, and architecture, and practice evaluating visual arguments. No prerequisites. (This course satisfies Humanities.)

**COMM 283: Race, Class, Gender, and the Media**

Race, class, and gender occupy important places in the contemporary study of the media. This course explores the connections between race, class, and gender through the exploration of the intersections between these important components of social structure and ideology. The motivating goal in this course is to show students how social structure and meaning become intertwined elements in how we experience race, class, and gender. An important element in this course will be the emphasis on the identities and positions of relatively less empowered groups in contemporary society. This will be done through a focused consideration of structural and ideological elements of contemporary culture as found in: the media industry, journalism, social constructions of reality, music, film, television, radio, and the internet. (This course satisfies Social Science and Domestic Pluralism.)

*cross listed: AFAM 283*

**COMM 287: Media Systems and Institutions**

Behind our favorite movies, TV programs, websites, and songs exist powerful media institutions. Disney, Fox, Warner Brothers, Google, and Apple are just a few of the media industry giants upon which we have grown increasingly dependent for our everyday entertainment and information needs. In this course we examine these media institutions, including their historical development, organizational structure, and methods of production and distribution. We also analyze and compare the various types of media systems that exist in the U.S. and worldwide, including commercial, public, and state-controlled media models. Finally, we consider the issues of globalization and digital convergence, and the ways these phenomena are changing the organization and function of modern media industries. (This course satisfies Social Science.)

**COMM 290: Communication Inquiry**

(Communication Inquiry: Understanding Methods, Critique, and Research Design)

This course combines the critical perspectives of rhetorical inquiry and the practical research methods of media studies into an interdisciplinary course that helps students to understand the variety of scholarly approaches used in communication studies. Students focus on reviewing, critiquing, and understanding existing research by contemporary scholars in the communication subfields of rhetoric and media studies. Students explore the strengths and limitations of various scholarly approaches, practice conducting literature reviews, and critically analyze published work in the field. The course is designed to develop a student's ability to evaluate and critique research methods and their applications while providing foundational skills to produce a literature review and a reliable understanding of the scholarly process. Prerequisite: COMM 110 or permission of instructor. (This course satisfies Writing Intensive.)

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## **COMPUTER SCIENCE (CSCI)**

### **CSCI 107: Introduction to Web Programming**

A broad introduction to World Wide Web programming and related technologies. Topics include Internet history and its architecture, managing an account on a Web server, HTML markup, use of style sheets (CSS), page layout design, introduction to interactive programming with JavaScript, the document object model (DOM), and HTML forms. This is a general audience course suitable for those with no prior programming experience. (This course satisfies Quantitative Reasoning and Technology Intensive.)

### **CSCI 112: Computer Science I**

Introduction to computer science. Topics include the basic building blocks of problem solving (sequence, selection, repetition), object-oriented programming, basic data structures and algorithms. A prior knowledge of computer science is not required, although a good background in high school Mathematics is recommended. Students may receive credit for this course based on the AP computer science exam. (This course satisfies Quantitative Reasoning and Technology Intensive.)

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## **ECONOMICS (ECON)**

### **ECON 110: Principles of Economics**

This course is an introduction to both microeconomics and macroeconomics. Students are introduced to the analytical tools and techniques used by economists to better understand the choices economic agents make and how markets function. The study of microeconomics includes consumer theory, producer behavior, and analysis of market structure. The study of macroeconomics includes the determination of aggregate production, employment and inflation, as well as fiscal policy, monetary policy, the distribution of income, and economic growth. The theories presented are applied throughout the semester to issues facing the U.S. and world economies. (This course satisfies Social Science.)

*cross listed: IREL 110*

### **ECON 130: Applied Statistics**

This course covers three standard topics in statistics at the introductory level: probability theory, statistical inference, and regression analysis. Among the individual topics covered are descriptive statistics, probability rules, discrete probability distribution functions including the bivariate and binomial distributions, continuous density functions including the Normal and t distributions, sampling, hypothesis testing, test statistics, p-values, correlation versus causation, and an introduction to multivariate linear regression analysis. All topics are applied to techniques important to analyze economic, business, and financial behavior. Students who have taken this course will not receive credit for MATH 150. (This course satisfies Quantitative

Reasoning.)

*cross listed: BUSN 130, FIN 130*

### **ECON 210: Microeconomic Theory**

Application of economic analysis to business decisions. It covers economic tools with applications to demand analysis, pricing policies, competitive strategy, cost analysis, and decision making. Students who have already completed BUSN 210 will not receive credit for this course. Prerequisites: ECON 110 and MATH 108 or MATH 110 with grades of C- or better.

### **ECON 220: Macroeconomic Theory**

Analysis of the determinants of aggregate production, prices, interest rates, and employment in macroeconomic models that combine the business, household, government, and financial sectors. Prerequisites: ECON 110 and MATH 108 or MATH 110 with grades of C- or better.

### **ECON 255: Economic Analysis of Public Policy**

This course introduces students to the economic methods used in policy making and evaluation. The course examines efficiency and equity rationales for enacting policy. Case studies are used to introduce current issues and policy proposals. Students learn how to identify and account for positive and negative externalities, and how to apply cost-benefit analysis and other policy evaluation techniques. Case studies are chosen from a variety of areas, including inequality, economic growth, regulation, and the provision of services, among others. Prerequisite: ECON 110. (This course satisfies Social Science.)

*cross listed: PPCY 255*

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## **EDUCATION (EDUC)**

### **EDUC 104: Elem Math from Advanced Standpoint**

(Elementary Math from an Advanced Standpoint) This course presents a critical examination of several topics from elementary mathematics. The course stresses three themes: mathematics in the liberal arts, mathematics from a historical perspective, and mathematics as a problem-solving activity. Topics to be covered include college algebra, numeration systems, non-base-10 representations, and elementary number theory including primes and factorizations, rationals as terminating and repeating decimals, irrationals, simple probability experiments, elementary set theory, and mathematical reasoning. Cross-listed as: EDUC 104; No prerequisites. (This course satisfies Quantitative Reasoning.)

*cross listed: MATH 104*

### **EDUC 112: Learning About Our World**

Learning About Our Living and Physical World) This course examines selected topics in life science, earth science, and physical science, such as the human body

and its functions; ecosystems; weather; the physical and chemical properties of matter; energy and motion of objects; and components of the solar system. Designed primarily to provide elementary education majors with the necessary background for teaching in K-8 schools, the course is appropriate for other students interested in strengthening their knowledge and confidence in investigating fundamental concepts and ideas in science. Students participate in lectures, discussions, presentations and projects, and laboratory activities. Does not satisfy requirements for the Biology major. (This course satisfies Natural Science.)

*Cross listed: BIOL 112*

### **EDUC 215: Instructional Communication Theory and Practice**

This course applies socio-linguistic theory to the understanding of learning in academic settings. Based on the premise that knowledge is socially constructed, race, gender, class, and ethnicity are considered social markers that shape the meanings and the values assigned to instructional messages. Students study communication practices in the classroom, apply theories in their analyses, and practice methods and strategies toward becoming more effective communicators through creation and/or delivery of lecture, discussion and cooperative learning simulations. (This course satisfies Social Science and Speaking Intensive.)

### **EDUC 220: Philosophy of Education**

Survey of significant theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (This course satisfies Humanities.)

*Cross-listed: PHIL 220*

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## **ENGLISH (ENGL)**

### **ENGL 111: Intro to Prof Writing**

(Introduction to Professional Writing) This course introduces students to the kind of writing they may encounter in the work world by exploring the rhetorical principles, writing strategies, and information-mapping practices necessary for producing organized, readable documents - from traditional print business letters and reports to email correspondence and social-media text. This course will provide the tools to effectively gather and refine information, organize it in reader-friendly fashion, and adapt it for the appropriate audience and genre. Students will also hone an economical, direct prose style, which is standard for effective professional writing. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

### **ENGL 112: Intro to Editing and Publishing**

Introduction to Editing and Publishing. Designed to introduce students to the sorts of questions that arise in contemporary publishing. Primarily for students who wish to

acquire useful skills as editors and writers for both campus and professional publications, including print and electronic magazines, journals, or books. Among the topics covered in this course: editorial workflow; copyediting, fact checking, and proofreading; contracts and copyright; working with authors; and marketing and publicity. In order to best use these practical skills, we also look at the differences implicit in various publishing environments (including print and electronic) and the fundamental relationships between author and audience that determine the shape of the text. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

### **ENGL 135: Creative Writing**

A beginning course in the art of writing fiction, poetry, and nonfiction prose. Literary analysis will be combined with creative assignments. Group discussions and individual conferences. (Not open to students who have completed English 235.) (This course satisfies Creative & Performing Arts.)

### **ENGL 202: The Bible as Literature**

The Bible—a multi-authored, multi-faceted, and multi-vocal ancient text, which has continued to be printed at a rate of over 100 million copies a year many centuries after its first compilation—is considered by many to be the most influential text in Western literature. This course will introduce students to the Bible—the Hebrew Bible and Christian Scriptures (Old and New Testament)—as a literary text in its own right, worthy of close reading and textual analysis. No prerequisites. (This course satisfies Humanities.)

*Cross listed: RELG 202*

### **ENGL 204: Diverse Voices 19th-c U.S. Lit**

(Diverse Voices of Nineteenth-Century United States Literature) Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, and Twain. Topics of discussion include Emerson's influence on U.S. culture, developments in literary form, and themes of U.S. community and nature. (This course satisfies Humanities and Writing Intensive.)

### **ENGL 205: Diverse Voices 20th-c U.S. Lit**

(Diverse Voices of Twentieth-Century United States Literature) Works of diverse writers: Baldwin, Eliot, Hurston, and Frost. Topics of discussion include major traditions and schools of U.S. literature: realism, modernism, naturalism as they address questions of modernity. (This course satisfies Humanities and Writing Intensive.)

### **ENGL 210: Gods, Monsters & Questing Humanity: Ancient and Medieval Literature**

(Gods, Monsters & Questing Humanity: Ancient and Medieval Literature.) If you love stories of gods and demons, questing heroes and mythic monsters, you'll find a plethora of these fascinating figures in the great tales of ancient and medieval writers

such as Homer, Sophocles, Virgil, Marie De France, Dante, Chaucer, and many more. This survey of ancient and medieval literature traces the origins of the Western literary tradition by exploring how writers from this delightfully distant period have imagined the gods, how they have understood themselves and their relationship to the cosmos, and how questing human beings have sought to answer problems of meaning and value that still have resonance for us today. (This course satisfies Humanities and Global Perspective.)

### **ENGL 211: From Fairyland to Flying Islands**

*(From Fairyland to Flying Islands: Renaissance to Enlightenment English Literature.)*

This course explores British literature from the Renaissance to the Enlightenment, an era of revolutionary new encounters, from discovered moons to newly-charted territories. Writers imagined the freeing power of "golden worlds" created by their verse just as experimental literary forms brought into being some of the most esteemed works of literature in Shakespeare's Globe and the newfangled "novels" of Swift and others. Yet it was also a time of profound tumult, from the stake-burning religious upheavals of the Reformation to the monarchical beheadings of the Civil War. How did the writers of the era make sense of both the discoveries and disruptions of their own time? What happens as we move from an "early modern" era into one that feels more distinctly "modern"? Making our way through some of the most well-known pieces of the era—*Macbeth*, *Paradise Lost*, and *Gulliver's Travels*—we explore how early writers shaped freedom and constraint, love and cruelty, and the discoveries of new worlds and crumbling texts.

Prerequisite: English 210 or permission of instructor. *(This course satisfies Humanities and Global Perspective.)*

### **ENGL 212: Romantics, Rebels, and Bohemians**

*(Romantics, Rebels, and Bohemians: English Literature in the Long 19th Century.)*

Change came more quickly, and more dramatically, to England during the long nineteenth century—the period between the French Revolution and the First World War—than in any era before or since. The growth of cities, of democracy, of women's rights, and of empire haunted the imagination, spawning images of rebel outsiders, dreams of art for art's sake, and some of the best monsters—Frankenstein's creature, Count Dracula, Dr. Jekyll & Mr. Hyde—in all of literature. We follow the evolution of England's imagination in this most turbulent age. The third course in the Classics of Literature sequence.

Prerequisite: English 210 and English 211, or permission of instructor. *(This course satisfies Humanities and Global Perspective.)*

### **ENGL 214: James Baldwin**

In his powerful and moving novels and essays, James Baldwin confronted the lies America told itself about race, exposing the roots of social and political and cultural systems that superficially boasted of improving race relations but that instead continued to marginalize Black and brown bodies. This course offers a close reading of Baldwin's fiction and his essays, probing the ways that he provides a critique of

the politics of race, sexuality, and nation in his own time and in ours. The course also includes readings and discussions of critical analyses of Baldwin's writings. No prerequisites. (*This course satisfies Domestic Pluralism and Writing Intensive.*)  
*Cross listed: AFAM 214*

### **ENGL 216: African American Literature I**

This course is an introduction to the writings of African-Americans before the Civil War. These diverse documents tell tales of faith, perseverance, rebellion, suffering, freedom, independence, cunning, and patriotism that are an integral part of the American literary canon. We read a collection of classics together, compare and contrast the voices represented, and consider the diversity of responses to finding oneself in chains in one of the most brutal forms of chattel slavery the world has ever known. Voices studied include Douglass, Wheatley, Jacobs, Brown, Wilson, Walker, Turner, and Thurman. (*This course satisfies Domestic Pluralism and Writing Intensive.*)

*Cross listed: AFAM 216*

### **ENGL 232: Stories from the Spectrum**

(*Stories from the Spectrum: Neurodiversity, Health, and Medicine in Literature.*) A boy with a penchant for prime numbers investigates the death of a dog. A young girl is scolded for failing to look her teacher in the eye. A man in the throes of a midlife crisis returns to his nonverbal son as he spiritually finds himself. Hidden within these narratives of neurodiverse characters, one discovers a slew of cultural assumptions about cognitive and intellectual disabilities. Do neurotypical writers often turn to autism reductively, as a stand-in for a theme or metaphor? What might an authentic representation of Autism Spectrum look like? This course considers the value of neurodiversity in literature while exploring many of the troubling representations of cognitive difference across time, from earlier accounts of un-speaking children to the "rain mans" of contemporary film. This course ultimately takes seriously the bi-directional intersections between fiction and medicine, as real-life medical practices both shape and are shaped by these stories from the spectrum. No prerequisites. (*This course satisfies Humanities and Writing Intensive.*)

*Cross listed: NEUR 232*

### **ENGL 238: Literature/Culture in the Age of AI**

This course explores representations of Artificial Intelligence in post-1900 American literature and culture. Students engage with various depictions of AI—from embodied androids and cyborgs to non-embodied computer systems and networked intelligence—and engage with relevant critical readings. The course examines how these texts reflect, critique, and speculate upon the evolving relationship between humans and AI. Key themes include the ethical implications of AI, the nature of consciousness/sentience in textual representation, the impact of AI technology on identity and society, and the potential for algorithmic bias and social control. Through a blend of textual analysis, class discussions, and research projects—as well as the student use of AI in their class projects to achieve the FFC Technology Tag—

students critically examine how cultural texts mirror AI technology while influencing its development and perception.

### **ENGL 243: Writing Literary Horror**

*(Vampires & Villains: Writing Literary Horror)* This course teaches the art of writing gothic and literary horror.

### **ENGL 256: Writing and The Law**

This intermediate intensive writing course introduces students to substantive writing by merging basic composition with substantive content. The “and The Law” aspect of the course is the content: the law, in its most basic terms, is the mechanism for the peaceful resolution of human disputes. The machinery of the law is words, and in this course, students are instructed in methods of intermediate expository and persuasive writing, as well as a deeper understanding of genre. This instruction and practice would move them from basic academic form-focused composition to form+content composition. Students learn how to treat complex material in an accurate and thorough manner. The law, its foundation, evolution, and purpose all offer a powerful basis and rich material for students to understand how a social institution functions through written language. Through studying writings, and drafting their own various texts, students are able to better appreciate the importance of words, and the structure and format in which those words are presented.

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## **ENTREPRENEURSHIP & INNOVATION (ENTP)**

### **ENTP 110: Design Thinking & Problem Solving**

What are the tools and mindset required to be an innovator and an entrepreneur? This introductory course in innovation, design thinking, and entrepreneurship leads students through the processes used for finding problems worth solving, mobilizing the resources to solve them, and defining meaning for one's work in the world. No prerequisites. Students who have taken ENTP 120 cannot take ENTP 110.

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## **ENVIRONMENTAL STUDIES (ES)**

### **ES 120: Intro to Environmental Sciences**

Using the disciplines of the physical, biological, and chemical sciences, this course studies the entities, patterns, and processes of the natural world and their modification by human activity. We examine scientific knowledge and principles and the application of that knowledge and those principles to natural systems, and survey selected environmental issues to ultimately consider the sustainability of human activities on the planet. Topics may include climate change, biodiversity conservation, population growth, ecology, toxic pollution, and sustainable and

unsustainable energy and agricultural systems. (This course satisfies Natural Science.)

### **ES 215: Environmental Psychology**

Environmental psychology is the discipline concerned with interactions and relationships between people and their environments (including built, natural, and social environments). In this course we apply psychological methods and theories to a variety of issues and behaviors, considering such topics as landscape preference, wayfinding, weather, noise, natural disasters, territoriality, crowding, and the design of residential and work environments. We also explore images of nature, wilderness, home, and place, as well as the impact of these images on behavior. The course is grounded in empirical work, and incorporates observations and experiences in the local environment. No prerequisite. (This course satisfies Social Science.)

*cross listed: PSYC 215*

### **ES 220: Evolution, Ecology, and Environment**

The diversity of life - the result of evolutionary and ecological processes - is a primary focus of environmental studies. In order to understand humans' effects on other species, ecosystems, and evolutionary and ecological processes and interactions, a deep knowledge of those entities and processes is critical. This course takes an interdisciplinary, theoretical approach to the evolution and ecology of human - environmental dynamics, including species concepts and speciation, extinction, conservation of biodiversity, political ecology, evolutionary ecology, the human dimensions of global change, demography, biogeography, human and non-human population ecology, and the status of evolutionary theory in the current political arena. Three lecture hours plus one four-hour laboratory per week. Prerequisites: ES 108 or Chem 115 and Math 150 or BIOL 150 or ECON/BUSN/FIN 130 or MATH 351 or PSYC 221 or SOAN 310 (This course satisfies Natural Science and Technology Intensive.)

### **ES 234: Historical Geology**

This course explores the Earth's physical and biological history from its origin to the present. Topics include the geologic time scale, plate tectonics, the fossil record, and major events in Earth history such as mass extinctions and ice ages. Laboratory sessions emphasize the identification of rocks and fossils and the interpretation of geologic maps and cross-sections. (This course satisfies Natural Science.)

### **ES 236: Environmental Politics and Policy**

Despite arguably leading the world in implementing environmental(ist) policies in the 1960s and 1970s, in 2022 the United States ranked just 43rd worldwide (of 180 nations) according to Yale's Environmental Performance Index. Seeking answers for how and why this came to be, this course focuses on the United States' historical record of environmental policymaking—not just from the 1960s to the present, but from the origins of environmental policymaking and values present at the country's founding through the emergence of the “modern” environmental movement in the



post-World War II era that led to the raft of legislation we have today. Explanations for environmental policy outcomes are sought, including through an examination of how policies have been developed and implemented at the national, state, and local levels. Special attention is paid to case studies which illustrate how a variety of actors—including legislators, administrators, scientists, civil society, and the private sector—have shaped and continue to shape the environment in which we live. (This course satisfies Social Science.)

*Cross listed: POLS 237*

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## **FINANCE (FIN)**

### **FIN 130: Applied Statistics**

This course covers three standard topics in statistics at the introductory level: probability theory, statistical inference, and regression analysis. Among the individual topics covered are descriptive statistics, probability rules, discrete probability distribution functions including the bivariate and binomial distributions, continuous density functions including the Normal and t distributions, sampling, hypothesis testing, test statistics, p-values, correlation versus causation, and an introduction to multivariate linear regression analysis. All topics are applied to techniques important to analyze economic, business, and financial behavior. Students who have taken this course will not receive credit for MATH 150. (This course satisfies Quantitative Reasoning.)

*Cross listed: ECON 130, BUSN 130*

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## **FRENCH (FREN)**

### **FREN 110: Beginning French I**

French 110 is designed to develop the student's ability to aurally comprehend, speak, read, and write basic controlled patterns of the French language. No prerequisite. (This course satisfies Humanities.)program and course desc...

### **FREN 210: Interm French I: Cultural Emphasis**

(Intermediate French I: Cultural Emphasis.) This course offers a systematic review of all the basic elements of French grammar, implemented with culture-based readings and exercises. The objective is to prepare students for more sophisticated courses in language, literature, and culture. Prerequisite: French 112 or placement exam recommendation. (This course satisfies Humanities and Global Perspective.)

### **FREN 270: Translation & Creative Writing**

This course aims to develop the student's written fluency in French, through the synergy of using two complementary approaches to writing, 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 College literary magazine. Prerequisite: FREN 212 or equivalent. (This course satisfies Creative & Performing Arts.)

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## **GENDER SEXUALITY AND WOMEN (GSWS)**

### **GSWS 110: Intro to Women's/Gender Studies**

This course is an introduction to the study of gender and sexuality in the United States. Topics may include intersectional feminisms, politics, mass media, sexual violence, reproductive rights, masculinity and femininity, transgender and non-binary issues, work, and family. No prerequisites. (This course satisfies Domestic Pluralism and Writing Intensive.)

### **GSWS 210: Developmental Psychology**

An examination of the principles of development with an emphasis on interpretation of empirical studies and theories. We stress the ongoing interplay of biological and environmental forces as influences on development; place development in a broad context of culture, class, and history; view children and adolescents as active shapers of their environment; emphasize both continuity and the capacity for change; and consider implications of developmental psychology for educators, practitioners, parents and policymakers. Prerequisite: Psychology 110. (This course satisfies Social Science.)

*cross listed: PSYC 210*

### **GSWS 226: Religion and Gender in South Asia**

This course examines representations of gender, divinity, and power in South Asia. Delving into epics, hymns, women's songs, animated films, scholarly articles, and observation of contemporary religious practices, we ask whether stories of Hindu goddesses empower women or serve the interests of a patriarchal culture. Through a variety of approaches, we investigate how women and men experience, negotiate, and subvert constructions of gender, femininity, and masculinity. The course culminates in a role-playing game, which uses an innovative methodology called Reacting to the Past to delve into legislation on Sati (ritual widow-burning) in colonial

India. Students research and articulate opinions of historical characters, while learning to express themselves with clarity, precision, and force and developing their public speaking skills. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)

*Cross listed: RELG 226, ASIA 226*

### **GSWS 282: The Pre-Modern Body**

This course explores how people in Europe from the classical period to the early modern period understood the body, both their own and others'. Students will explore medical theories, religious practices, bodily disciplines, political symbolism, and cultural ideas that shaped understandings of the body over time. Topics may include: gendered bodies, disabled bodies, mystical and miraculous bodies, and racialized bodies. The course draws on a wide range of sources including art, theology, medicine, literature, and law. Students will engage deeply with primary and secondary texts and develop their own research project. (This course satisfies Global Perspective and Writing Intensive.)

*cross listed: HIST 232, RELG 282*

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## **HISTORY (HIST)**

### **HIST 110: Global Change: The Power of History**

This course offers an introduction to college-level study of history. Specific subjects covered will vary, but a significant amount of the course will focus on non-Western history. Topics may include: the origins of civilizations in the Middle East, Asia, and the Americas; the role of religion in society; the rise and fall of empires; encounters between civilizations, from ancient trade networks to modern colonialism. Students in all sections will be introduced to certain key skills and methodology used by historians, including analysis of primary sources and assessment of historical arguments. Close attention will be paid to the development of critical reading and writing skills. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

### **HIST 200: Empire, Slavery, Freedom: Early US**

(Empire, Slavery, Freedom: Early United States) What were the origins and foundations of the United States? This course follows the transformation of North America and the emergence of the United States as an independent republic from the seventeenth century to the greatest crisis of the new nation, the Civil War and Reconstruction. Connecting primary sources to major works of historical interpretation, it examines the foundations of the United States by tracing the political, economic, and social underpinnings of historical change. Our exploration of this history will revolve around three key themes: land, labor, and territorial conquest and empire. No prerequisites. (This course satisfies Humanities and Domestic

Pluralism.)

### **HIST 202: African American History 1619-1865**

This course surveys the history of African Americans in the New World, from the first colonial encounter through the sociopolitical changes of the burgeoning United States that led to the Civil War (1861-1865). The history of African Americans in the United States is often defined by the chattel slavery experience. However, the early years of American history that made people of African descent American are much more complex. By centering the actions and voices of the heterogeneous African American community, this course examines topics including the Middle Passage, domestic slavery expansion, free and maroon black communities, various resistance strategies, interracial coalitions, and the role of enslaved people in bringing about their own emancipation. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: AFAM 202

### **HIST 206: Renaissance and Reformation**

This course begins with Europe at the end of the Middle Ages, alive with cultural ferment and religious debate but reeling from the carnage of the Black Death. We then turn to an in-depth examination of the years 1400–1600, including: the development of sovereign states and political theory on proper governance, divine right, and resistance to royal rule; the impact of key technological innovations such as printing and gunpowder; the discovery of the Americas and the origins of worldwide European colonialism; the spread of mercantile and industrial capitalism and international trade systems; the flowering of culture, art, and science known as the Renaissance; the emergence of Protestant and Catholic visions of religious reform and the wars and persecutions that resulted. Students will work extensively with primary documents in translation as well as key works of scholarship. (This course satisfies Humanities and Global Perspective.)

### **HIST 212: Origins of East Asia**

Introduction to the great civilizations of China and Japan, with emphasis on development of their fundamental characteristics. Highlights both shared traditions and significant differences between the two countries. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: ASIA 200

### **HIST 243: Crusade & Holy War in Med Europe**

In this course students explore the origins and consequences of holy war in medieval Christian Europe. The course begins with the intellectual and spiritual justification of warfare by Christian thinkers and then looks at the first official crusade to the Holy Land and its legacy. We explore the interaction between Christianity and Islam, as well as Jewish responses to Christian violence. Finally, we trace the development of crusading thought and practice in Europe and the Mediterranean through the end of

the Middle Ages, when “crusade” had come to justify warfare against enemies of many types. This course will emphasize primary sources and include historiographical debate. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

cross listed: RELG 248

### **HIST 262: Modern Japan**

From the founding of the last shogunate, the Tokugawa, in 1603 to its present status as an economic giant among the nations of the Pacific. Attention to the achievements as well as the undeniable sufferings and costs incurred during Japan’s drive toward great power. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: ASIA 286

### **HIST 282: The Pre-Modern Body**

This course explores how people in Europe from the classical period to the early modern period understood the body, both their own and others’. Students will explore medical theories, religious practices, bodily disciplines, political symbolism, and cultural ideas that shaped understandings of the body over time. Topics may include: gendered bodies, disabled bodies, mystical and miraculous bodies, and racialized bodies. The course draws on a wide range of sources including art, theology, medicine, literature, and law. Students will engage deeply with primary and secondary texts and develop their own research project. (This course satisfies Global Perspective and Writing Intensive.)

cross listed: GSWS 232, RELG 282

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## **INTERNATIONAL RELATIONS (IREL)**

### **IREL 110: Principles of Economics**

This course is an introduction to both microeconomics and macroeconomics. Students are introduced to the analytical tools and techniques used by economists to better understand the choices economic agents make and how markets function. The study of microeconomics includes consumer theory, producer behavior, and analysis of market structure. The study of macroeconomics includes the determination of aggregate production, employment and inflation, as well as fiscal policy, monetary policy, the distribution of income, and economic growth. The theories presented are applied throughout the semester to issues facing the U.S. and world economies. (This course satisfies Social Science.)

*cross listed: ECON 110*

### **IREL 130: Intro to Comparative Politics**

This course is an introduction to the main concepts and theories of comparative politics. Students explore central questions of comparative politics research, such as: do variations in political institutions (constitutions, elections, parties, and party

systems) matter and why? What are the different ways in which citizens participate in politics and how has it changed over time? What are the key differences between democratic and authoritarian regimes and how a country may transition from one to another? In addition, students also learn about fundamental principles and methods of comparative political analysis. Lastly, case studies of different countries around the globe help students apply abstract theories, concepts, and methods and thereby develop strong analytical and critical thinking skills. (This course satisfies Social Science and Global Perspective.)

*cross listed: POLS 140*

#### **IREL 140: Intro to Global Politics**

This course is an introduction to the main concepts and theories of comparative politics. Students explore central questions of comparative politics research, such as: do variations in political institutions (constitutions, elections, parties, and party systems) matter and why? What are the different ways in which citizens participate in politics and how has it changed over time? What are the key differences between democratic and authoritarian regimes and how a country may transition from one to another? In addition, students also learn about fundamental principles and methods of comparative political analysis. Lastly, case studies of different countries around the globe help students apply abstract theories, concepts, and methods and thereby develop strong analytical and critical thinking skills. (This course satisfies Social Science and Global Perspective.)

*cross listed: POLS 110*

#### **IREL 160: Introduction to Sociology and Anthropology**

This course introduces the perspectives, concepts, and methods of sociology and anthropology. Students examine the basic principles of culture and social structure in order to gain an appreciation of the dynamics of social behavior. Topics include kinship and family, religion, globalization, race, class, and gender, political and economic systems, and the impact of social change on cultural life. Through a variety of readings, discussions, and written assignments, students learn how these disciplines contribute to our understanding of the contemporary world. (This course satisfies Social Science.) *cross listed: SOAN 110*

#### **IREL 242: Politics of the Global South**

This course introduces students to contemporary political, economic, and social issues in Asia, Latin America, the Middle East and North Africa, and Sub-Saharan Africa—regions of the world that are referred to collectively as the Global South. Students survey major relevant theoretical approaches in comparative politics and situate non-Western states in global political, economic, and social context. Students also explore specific topics, such as democratization, nationalism, state-building, and civil society. (This course satisfies Social Science and Global Perspective.)

*Cross-listed: POLS 242*

**IREL 245: Global IR Theory**

In this course, students survey the major theoretical models and concepts associated with the study of international relations in the West and other regions of the world for the purpose of analyzing and thinking critically about contemporary international political issues. Prerequisite/Corequisite: POLS 110 or POLS 140. (This course satisfies Social Science and Global Perspective.)

*Cross-listed: POLS 245*

**IREL 259: Politics of Latin America**

An introduction to politics and social change in Latin America. Study will focus on several Latin American countries and on special topics such as human rights, religion, the military, land reform, women, and population policy. No prerequisites. (This course satisfies Social Science and Global Perspective.)

*Cross-listed: LNAM 219, POLS 219*

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**JAPANESE (JAPN)****JAPN 110: Beginning Japanese I**

An introduction to the form of spoken Japanese along with Japanese customs and culture. Most of the fundamental structures are covered in Japanese 110 and 112, together with writing practice in the hiragana and the katakana syllabaries. 112 is a continuation of 110. Lab work is an integral part of the sequence. No prerequisites. (This course satisfies Humanities.)

*cross listed: ASIA 111*

**JAPN 210: Interm Japanese in Cultural Context**

(Intermediate Japanese in Cultural Context.) This course continues the fundamentals of Japanese conversation begun in the first-year series, Japanese 110 and 112, and continues work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes are supplemented with audio materials and exercises and daily written work using hiragana, katakana, and kanji. This course also familiarizes students with Japanese society, customs, and culture. Students will make a researched presentation concerning a specific topic of interest related to Japanese culture, customs, society, politics, or the economy. Prerequisite: Japanese 112 or consent of instructor. (This course satisfies Humanities and Global Perspective.)

*cross listed: ASIA 211*

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**JOURNALISM (JOUR)****JOUR 120: Introduction to Journalism**

*Introduction to Journalism* presents students with the skills and information that are

essential for reliable, accurate, and independent news reporting. This course addresses the fundamental skills associated with journalistic writing, and presents students with the essential issues facing journalism today. In addition to writing, this course addresses the laws, ethics, and fundamentals of news literacy, with a keen focus on the critical thinking skills required for news judgment.

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## **LATIN AMERICAN STUDIES (LNAM)**

### **LNAM 180: Intro to Latin American and Latinx**

*Introduction to Latin American and Latinx Studies.* This course provides an overview of Latin American and Latinx history, politics, culture, and literature. Topics include major events and persons, as well as social issues and movements pertaining to Latin American migration to the United States, including expressive cultures and art, anthropology, and politics. No prerequisites. (This course satisfies Global Perspective.)

### **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. No prerequisites. (This course satisfies Social Science and Global Perspective.)

*Cross-listed: POLS 219, IREL 259*

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## **LITS & CULTURES IN TRANSLATION (LCTR)**

### **LCTR 200: Collage Magazine**

LCTR 200 is a practicum designed to provide an opportunity for students with some knowledge of any language other than English to learn about the design and production of Collage Magazine, while earning course credit. Collage Magazine represents cultural and linguistic diversity within the Lake Forest College community. The 0.25 credit course is graded on a Pass-Fail basis and requires enrolled students to complete forty (40) hours of work as Executive Board members contributing to the editing, production, and promotion of Collage, Lake Forest College's literary journal in the languages since 1969. The course is overseen by the faculty advisor to Collage, who will arrange for grade/credit assignments in consultation with the chair of the Modern Languages and Literatures Department. May be repeated; up to one full credit may be counted toward Lake Forest College graduation. No prerequisites. (This course satisfies Experiential Learning and Creative & Performing Arts.)

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## **MATHEMATICS (MATH)**

### **MATH 104: Elem Math from Advanced Standpoint**

(Elementary Math from an Advanced Standpoint) This course presents a critical examination of several topics from elementary mathematics. The course stresses three themes: mathematics in the liberal arts, mathematics from a historical perspective, and mathematics as a problem-solving activity. Topics to be covered include college algebra, numeration systems, non-base-10 representations, and elementary number theory including primes and factorizations, rationals as terminating and repeating decimals, irrationals, simple probability experiments, elementary set theory, and mathematical reasoning. Cross-listed as: EDUC 104; No prerequisites. (This course satisfies Quantitative Reasoning.)

*cross listed: EDUC 104*

### **MATH 108: Calculus Ia**

(Calculus Ia: Introduction to Calculus.) The calculus of rational functions of one variable. Limits, continuity, differentiation, and applications; a brief introduction to integration. Related topics in college algebra also are reviewed, including pertinent aspects of functions, polynomials, and rational expressions. This course is a required skills-building course for students desiring to complete Math 109. (Credit cannot be earned in Math 108 after satisfactory completion of Math 110.)

Prerequisite: By placement only. Not open to students who have completed Math 110 with a grade of C- or better. (This course satisfies Quantitative Reasoning.)

### **MATH 110: Calculus I**

The calculus of functions of one variable. Limits, continuity, differentiation, and applications; a brief introduction to integration. Prerequisite: 3.5 years of high school mathematics (to include trigonometry) or Mathematics 105. (This course satisfies Quantitative Reasoning.)

### **MATH 111: Calculus II**

The calculus of functions of one variable. Integration, applications of integration, sequences, and series. Prerequisite: Mathematics 110. (This course satisfies Quantitative Reasoning.)

### **MATH 150: Intro Probability & Statistics**

Designed for students in the social and life sciences. Discrete probability theory, distributions, sampling, correlation, and regression, Chi square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines. Not open to students who have taken ECON/BUSN 180 or ECON/BUSN/FIN 130. (This course satisfies Quantitative Reasoning.)

### **MATH 160: Math Methods with Applications**

(Mathematical Methods with Applications) Topics from applied mathematics, including equations, inequalities, functions and graphs, and basic properties of

logarithmic and exponential functions. Introduction to limits, derivatives and antiderivatives. Applications to business, the social sciences, and the life sciences. (Not open to students who have completed Math 110 with a grade of C- or better.) (This course satisfies Quantitative Reasoning.)

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## **MUSIC (MUSC)**

### **MUSC 105: Sylvan Singers**

Lake Forest College Sylvan Singers focuses on choral repertoire written for treble voices, from all genres and time periods. Concerts include collaborations with other ensembles such as the Lake Forest College Concert Choir, Chamber Choir, Orchestra, and Concert Band. Students of all ability-levels are welcome. There are no formal auditions, however, membership in this ensemble is contingent upon a voice-placement hearing held at the beginning of the semester. This course may be repeated for credit. (As a quarter-credit course, under the Forester Fundamental Curriculum, this course meets one-quarter of the Creative & Performing Arts requirement.) (This course satisfies Creative & Performing Arts.)

### **MUSC 107: Concert Band**

The Band performs marches, overtures, waltzes, and suites by such composers as Vaughan Williams, Holst, Sousa, and others. The ensemble is open to all students. This course may be repeated for credit. (This course satisfies Creative & Performing Arts.)

### **MUSC 108: Chamber Orchestra**

The Chamber Orchestra is an ensemble devoted to the performance of Baroque, Classical, Romantic, and twentieth-century repertoire. The group performs two concerts each semester. The Chamber Orchestra is open to all qualified members of the College community. Auditions will be held early in the fall. This course may be repeated for credit. (This course satisfies Creative & Performing Arts.)

### **MUSC 109: West African Drumming Ensemble**

The African Drumming Ensemble is a hands-on workshop for students of all levels interested in learning the basics of West African drumming. Students work on developing rhythmic skills using authentic instruments and learn about the role of music in the cultures of Guinea, Mali, and other countries. No prerequisite. This course may be repeated for credit. (This course satisfies Creative & Performing Arts.)

### **MUSC 110: Jazz Ensemble**

The Jazz Ensemble performs music from big band classics and contemporary repertoire. The ensemble is open to all students by audition. This course may be repeated for credit. (This course satisfies Creative & Performing Arts.)

**MUSC 150: Fundamentals of Music**

Introduction to elements and basic principles of tonal music: notation, intervals, scales, rhythm, meter, melody, and harmony. Emphasis on listening and creative work. No prerequisite, but some musical experience is helpful. (This course satisfies Humanities.)

**MUSC 171: Music, Health, and Wellbeing**

Musicians learn essential life skills as they prepare for performance. Goal-setting, self-assessment, and navigating performance anxiety are essential skills for successfully navigating both music and life. Utilizing Social Emotional Learning and Mindfulness, students are able to explore their own skill-building while learning how to teach others to develop self-awareness, social-awareness, and responsible decision-making. Connections are made to solo performance, ensemble music-making, social justice/impact, and expanding music education beyond the traditional model of large ensembles. Through self-reflection, focusing on empathy, and broadening an understanding of the impact of music, students emerge with both personal skills to better navigate their own musicianship and an awareness of how to teach these skills to others. No prerequisites. (This course satisfies Social Science.)  
*cross listed: MUSE 171*

**MUSC 206: Concert Choir**

Lake Forest College Concert Choir focuses on choral repertoire written for mixed-voice ensembles, from all genres and time periods. Concerts include collaborations with other ensembles such as the Lake Forest College Sylvan Singers, Chamber Choir, Orchestra, and Concert Band. Students of all ability-levels are welcome. There are no formal auditions and but membership in this ensemble is contingent upon a voice-placement hearing held at the beginning of the semester. This course may be repeated for credit. (As a quarter-credit course, under the Forester Fundamental Curriculum, this course meets one-quarter of the Creative & Performing Arts requirement.) (This course satisfies Creative & Performing Arts.)

**MUSC 217: World Music Survey**

Survey of music of the world's peoples: music in the cultures of Africa, Asia, and Latin America; the social and cultural roles of music. No prerequisite. (This course satisfies Humanities and Global Perspective.)

**MUSC 225: Intro to Electronic Music**

Designed for beginners in electronic music composition, the course provides a hands-on introduction to digital audio workstations. The course covers the basics of MIDI, patch editing, digital audio, mixing, and sound design. Students will compose music continuously throughout the semester, ending with an EP of original music to be released to the world. (This course satisfies Creative & Performing Arts and Technology Intensive.)

### **MUSC 251: Music Theory I**

Basic elements of tonal harmony including triads, seventh chords, figured bass, harmonic progression, voice leading, and four-part writing. Prerequisite: Music 150 or consent of the instructor. (This course satisfies Humanities.)

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## **NEUROSCIENCE (NEUR)**

### **NEUR 128L: Medical Mysteries of the Mind**

(Introduction to Neuroscience: Medical Mysteries of the Mind.) This course is for beginning students interested in the study of neuroscience and in exploring the human brain in a rigorous interdisciplinary way. If you are intensely interested in how your brain helps you think, feel, sense, read, write, eat, sleep, dream, learn and move, this course is for you. You learn how brain dysfunction causes complex medical illnesses, like Alzheimer's, Stroke, Depression, and Schizophrenia. You meet Chicago's world-class neuroscientists through guest seminars and class-trips to famous laboratories. You debate ethical dilemmas that face society and dissect human brains. Lastly, you present your research on a brain topic at an interdisciplinary symposium and teach elementary children about how the brain works. One year each of high school biology and chemistry is recommended. Students who have taken BIOL130 will not receive credit for this course. Two discussion/lecture and two laboratory hours per week. No prerequisites. (This course satisfies Natural Science and Speaking Intensive.)  
cross listed: BIOL 128L, PSYC 128L

### **NEUR 130: Deadly Shapes, Hostage Brains**

Age-related neurological diseases that hold our brain hostage are major 21st-century global health burdens and are among the most actively funded areas of medical research. In this course, students delve into primary literature through research projects that investigate how deadly protein shapes underlie complex neurodegenerative illnesses, like Alzheimer's, Huntington disease, and Parkinson disease and discover how little we still know, despite astonishing advances. Students dissect human brains to understand the underlying brain pathology. Trips to Chicago to visit neurology laboratories, neuroscience research centers, and attend a major neuroscience conference present the latest advances in neurological research. Additionally, students debate ethical dilemmas that face society as neuroscientists race towards solving current medical mysteries and experiment with potential new treatments. Students who have taken FIYS106 will not receive credit for this course. Two discussion/lecture and two laboratory hours per week. No prerequisites. (This course satisfies Natural Science and Speaking Intensive.)  
*Cross listed: BIOL 130, PSYC 130*

### **NEUR 209: Human Physiology**

This course begins with a review of the cellular processes that influence the survival of all physiological systems in the human body. Following that foundation, a deeper exploration into the function of each major system is emphasized. The lecture

component includes the functional study of muscular, neurophysiological, special sensory, immune, endocrine, hematologic, cardiovascular, respiratory, digestive, urinary and reproductive systems. Metabolomics, fluid-electrolyte and acid-base balance is incorporated into their respective physiological systems. Lab focuses on physiological experimentation and application. This course is intended primarily for students who aspire to enter into health fields. Prerequisites: BIOL120, CHEM115, and BIOL 208.

*cross listed: HPPC 209, BIOL 209*

### **NEUR 232: Stories from the Spectrum**

*(Stories from the Spectrum: Neurodiversity, Health, and Medicine in Literature.)* A boy with a penchant for prime numbers investigates the death of a dog. A young girl is scolded for failing to look her teacher in the eye. A man in the throes of a midlife crisis returns to his nonverbal son as he spiritually finds himself. Hidden within these narratives of neurodiverse characters, one discovers a slew of cultural assumptions about cognitive and intellectual disabilities. Do neurotypical writers often turn to autism reductively, as a stand-in for a theme or metaphor? What might an authentic representation of Autism Spectrum look like? This course considers the value of neurodiversity in literature while exploring many of the troubling representations of cognitive difference across time, from earlier accounts of un-speaking children to the "rain mans" of contemporary film. This course ultimately takes seriously the bi-directional intersections between fiction and medicine, as real-life medical practices both shape and are shaped by these stories from the spectrum. No prerequisites.

*(This course satisfies Humanities and Writing Intensive.)*

*Cross listed: ENGL 232*

### **NEUR 296: Philosophy of Mind**

With the rise of Cognitive Science, Computer Science, and Neuroscience, questions about the nature of mind have become increasingly important, and in the last 40 years much work on philosophy of mind has been done in analytic philosophy. The class will begin with an examination of some of the most influential texts in philosophy of mind from the last 50 years, and then proceed to current topics. Central questions may include: What is the relationship between the mind and the brain? Is it possible to offer explanations of mental states by reducing them to biological, chemical, or physical states? Can human consciousness be best explained in terms of a computer model? Is it possible to describe the functioning of human thought in terms of a rule-based system of processing? No prerequisites.

*(This course satisfies Humanities.)*

*Cross listed: PHIL 296*

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## **PHILOSOPHY (PHIL)**

**PHIL 156: Logic and Styles of Arguments**

Focus on the 'rhyme and reason' of language. Examination of the reasons arguments are constructed in the ways they are. Investigation of informal, Aristotelian, and propositional logics, with readings from magazine articles, advertisements, and classical philosophers. No prerequisites. (This course satisfies Quantitative Reasoning.)

**PHIL 208: Death**

What is death? When do we die? How should we think about our own death? How should we react to the death of others? Is death good or bad for the one who dies? Is death permanent? If not, is immortality desirable? As an introduction to the philosophy of death, this course considers classic and contemporary answers to these enduring questions. Students learn how to think carefully and deeply about the philosophical issues and problems surrounding death. At the same time, they are invited to contemplate the value and meaning of their lives in relation to their own mortality. No prerequisites. (This course satisfies Humanities.)

**PHIL 215: Philosophy of Miyazaki**

(Philosophy of Miyazaki: Nature, Magic, Critique) In this course, we study the philosophical underpinnings in films created by one of the most celebrated anime artists, Hayao Miyazaki. His oeuvre artfully incorporates themes from several Asian philosophies (including Daoist, Buddhist, and Shinto traditions) with critiques of modern warfare and technology. The especially interesting approach of studying these philosophies through Miyazaki's film is that we learn their insights through an immersive experience involving magical worlds portrayed with stunning visuals and audio and full of memorable and deeply sensitive characters. Our study spans political philosophy, philosophy of nature, aesthetics, philosophy of religion, and ethics. The class proceeds as a seminar, with discussion leading our study of written texts and films. (This course satisfies Global Perspective and Writing Intensive.)  
*cross listed: CINE 215*

**PHIL 255: Philosophy of Race and Racism**

This course examines philosophical approaches to race and racism. We pay special attention to the normative, metaphysical, and conceptual problems and solutions that inform philosophical race theory. Some of the key questions we answer include the following: Is race a natural kind, a social kind, or something else entirely? What does philosophy have to contribute to the study of race and racism? What is the relationship between race and racism? Ultimately, the aim of this course is to provide students with a philosophical toolkit that will allow them to engage in civil and informed critical discussions about the nature and consequences of race talk and the practice of racism. No prerequisites. (Not recommended for first-year students.) (This course satisfies Humanities and Domestic Pluralism.)  
*Cross listed: AFAM 255*

**PHIL 258: Fight the Power**

*(Fight the Power: Spike Lee's Black Aesthetics.)* As one of the greatest filmmakers of all time, Spike Lee is both loathed and loved. His films challenge the stereotypes and paternalistic assumptions about African Americans that have become sacrosanct in America's popular imagination. We will explore how the aesthetic representation of race, class, and gender in Spike Lee's filmography have helped create a new genre of film called African American noir. In so doing, we will watch several of Spike Lee's films, documentary projects, and television ads. Ultimately, our goal will be to appreciate Lee's cinematic technique, examine his critique of white supremacy, and consider the cultural and historical events that have shaped his artistic vision. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

*Cross listed: AFAM 258, CINE 258*

**PHIL 277: Identities, Rights, Social Justice**

This course explores the philosophical foundations of contemporary understandings of rights and social justice. We study a variety of theoretical frameworks, including classical liberal theory, postcolonial critiques, and local philosophies of indigenous communities. Moreover, we consider the effects of each framework on various claims to identity, whether of an individual person, a group, community, institution, place, or state. We then attempt to apply these frameworks to a number of real-world cases to better understand how rights are deployed and denied in practice. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

*Cross listed: ETHC 277, IREL 287*

**PHIL 290: Ancient Greek Philosophy**

The 20th century philosopher, Alfred North Whitehead, once commented that all of Western philosophy has been merely a series of footnotes to Plato. What did he mean by this? As I see it, he meant that there are no questions or concerns in Western philosophy that were not at least anticipated in the Platonic dialogues. But Plato had formative influences in Socrates and the pre-Socratic philosophers. And his most famous pupil, Aristotle, criticized his views almost immediately. We explore in some depth the origins of Western philosophy in the ancient Greeks, particularly Plato and Aristotle. (This course satisfies Humanities and Writing Intensive.)

*Cross listed: CLAS 290*

**PHIL 296: Philosophy of Mind**

With the rise of Cognitive Science, Computer Science, and Neuroscience, questions about the nature of mind have become increasingly important, and in the last 40 years much work on philosophy of mind has been done in analytic philosophy. The class will begin with an examination of some of the most influential texts in philosophy of mind from the last 50 years, and then proceed to current topics. Central questions may include: What is the relationship between the mind and the brain? Is it possible to offer explanations of mental states by reducing them to biological, chemical, or physical states? Can human consciousness be best

explained in terms of a computer model? Is it possible to describe the functioning of human thought in terms of a rule-based system of processing? No prerequisites. (This course satisfies Humanities.)  
*Cross listed: NEUR 296*

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## **PHYSICS (PHYS)**

### **PHYS 103: Astronomy: Planetary Systems**

By studying the planets in our solar system, astrophysicists gain knowledge about the formation of Earth and its neighbors and also distant exoplanets in other star systems. This course covers topics such as the discovery and the nature of the solar system's planets and dwarf planets, the habitability of planets and their moons, and exoplanets, as well as the use of telescopes in planetary observation. Observing sessions are planned, weather permitting, during some of the evening class meetings. This course is intended for non-science majors. No prerequisites. (This course satisfies Natural Science.)

### **PHYS 110: Introductory Physics I**

The first half of elementary physics without calculus. Kinematics and Newton's laws of motion for translations and rotations. Conservation principles of energy, momentum, and angular momentum. Oscillations and waves. Three hours of lecture and one laboratory per week. Uses algebra and trigonometry. (Credit may not be earned in both Physics 110 and 120.) (This course satisfies Natural Science.)

### **PHYS 114X: Physics I Lab**

(Lab sections, associated with Physics 110; while the document may not list them as individual entries with descriptions, they are the practical lab components for PHYS 110.)

### **PHYS 120: General Physics I**

The first half of elementary physics using calculus. This is the most appropriate first course for students majoring in the physical sciences. Kinematics and Newton's laws of motion for translations and rotations. Conservation principles for energy, momentum, and angular momentum. Oscillations and waves. Three hours of lecture and one laboratory per week. Prerequisite or corequisite: Mathematics 110. (Credit may not be earned in both Physics 120 and 110.) (This course satisfies Natural Science.)

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## **POLITICS (POLS)**

### **POLS 110: Introduction to Global Politics**

This course studies political behavior globally, involving countries, intergovernmental



and non-governmental organizations, and other international actors. It introduces students to the analytical tools – concepts, models, and theories – scholars use to explain and understand global phenomenon past and present, such as war and peace, weapons proliferation, trade and development, international law, the environment, human rights, migration, and public health. (This course satisfies Social Science and Global Perspective.)

*cross listed: IREL 140*

### **POLS 120: Introduction to American Politics**

Origins of the American political system, basic institutions, political parties and interest groups, and evolution of constitutional interpretation. No prerequisites. (This course satisfies Social Science.)

### **POLS 130: Great Political Ideas**

What is a person's place within a larger community? How ought we to organize our societies to create peace and/or justice? These are the fundamental questions political theorists ask. This course is an introduction to basic concepts of political thought, as well as a review of some major thinkers in political theory, both ancient and modern. Emphasis is on learning to read theoretical texts and interpreting them. Course readings are likely to include works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Tocqueville, Marx, Mill, and others. No prerequisites. (This course satisfies Humanities.)

### **POLS 140: Intro to Comparative Politics**

This course is an introduction to the main concepts and theories of comparative politics. Students explore central questions of comparative politics research, such as: do variations in political institutions (constitutions, elections, parties, and party systems) matter and why? What are the different ways in which citizens participate in politics and how has it changed over time? What are the key differences between democratic and authoritarian regimes and how a country may transition from one to another? In addition, students also learn about fundamental principles and methods of comparative political analysis. Lastly, case studies of different countries around the globe help students apply abstract theories, concepts, and methods and thereby develop strong analytical and critical thinking skills. (This course satisfies Social Science and Global Perspective.)

*cross listed: IREL 130*

### **POLS 150: Public Policy Studies**

This course focuses on how public officials address policy problems, and why they select the solutions they do. We examine the public policymaking process, paying particular attention to the role played by political actors (elected officials, interest groups, governmental agencies) seeking to influence the tone and direction of policy. Attention will also be paid to how particular policy issues and problems gain (or fail to gain) the public's attention, including the role that political elites and the media play

in agenda setting. Finally, the course assesses the effects of public policies on citizens' lives. In doing so, students will assume the role of "policy analyst," learning how to write briefs in which they evaluate various policy reforms. In sum, students will gain the necessary tools to systematically assess when a public policy is achieving its desired goals and whether it is being implemented effectively and efficiently. No prerequisites. (This course satisfies Social Science.)

*cross listed: PPCY 150*

### **POLS 200: Methods of Political Research**

This course introduces students to the nuts and bolts of systematic political science research. Students learn how to construct a research question—and develop and test hypotheses. Students apply concepts and strategies learned in class to develop their own research design. The course will also expose students to: basic quantitative and qualitative skills for the purposes of describing and explaining political phenomena, and the analysis of data on issues in American and global politics. Prerequisite: Politics or International Relations major, or consent of instructor. (This course satisfies Quantitative Reasoning.)

*Cross-listed: IREL 249*

### **POLS 219: Politics of Latin America**

An introduction to politics and social change in Latin America. Study will focus on several Latin American countries and on special topics such as human rights, religion, the military, land reform, women, and population policy. No prerequisites. (This course satisfies Social Science and Global Perspective.)

*Cross-listed: LNAM 219, IREL 259*

### **POLS 242: Politics of the Global South**

This course introduces students to contemporary political, economic, and social issues in Asia, Latin America, the Middle East and North Africa, and Sub-Saharan Africa—regions of the world that are referred to collectively as the Global South. Students survey major relevant theoretical approaches in comparative politics and situate non-Western states in global political, economic, and social context. Students also explore specific topics, such as democratization, nationalism, state-building, and civil society. (This course satisfies Social Science and Global Perspective.)

*Cross-listed: IREL 242*

### **POLS 245: Global IR Theory**

In this course, students survey the major theoretical models and concepts associated with the study of international relations in the West and other regions of the world for the purpose of analyzing and thinking critically about contemporary international political issues. Prerequisite/Corequisite: POLS 110 or POLS 140. (This course satisfies Social Science and Global Perspective.)

*Cross-listed: IREL 245*

**POLS 253: Conservative Political Thought**

What unites conservatives? What is it that needs to be “conserved?” In this course, we will pursue these and related questions by reading works from various authors who are widely considered exemplars of conservative political theorizing from the Enlightenment to the present day. In the last part of the course, we will turn our attention to the contemporary American conservative movement and assess its philosophical coherence. No Prerequisites. (This course satisfies Humanities.)

**POLS 255: Civil Disobedience**

(Civil Disobedience and Political Obligation.) Sometimes the obligation to obey society conflicts with other obligations: to family, to God, to justice. Dual loyalties bring crises, to both the individual and society. This course will explore these crises historically and theoretically. When individuals commit civil disobedience, when they purposely and publicly break a law they think is immoral or unjust, how should society react? Is there a minimum of obligation that can be demanded? Can civil disobedience be justified? How have such actions brought about political and social change? Our course explores these questions through traditional literature of Plato, Shakespeare, Locke, Thoreau, Gandhi, Mandela, King, and Malcolm X, and some social movements, such as the anti-apartheid movement in South Africa, the civil rights movement in the United States, and contemporary protests and civil actions. No prerequisites. (This course satisfies Humanities.)

**POLS 260: Introduction to Legal Studies**

Questions of law and justice reflect our most basic human values, drawing on ancient religious and humanistic traditions but adaptable to a modern, post-enlightenment world. This introductory course provides an interdisciplinary curriculum by which students explore the different ways that society uses legal ideas, policies, institutions and processes to pursue justice, order and the allocation of property rights. No prerequisites. (This course satisfies Social Science.)

**POLS 265: Immigration Law and Policy**

This course provides an in-depth understanding of our current U.S. immigration regime using a multi-disciplinary approach. It explores the range of policy issues affecting today's immigrants and nonimmigrants. The course examines the fundamental principles of immigration law in the context of competing interests among Congress, the President, and the Judiciary that shape this nation's current immigration policy and affect reform efforts. Additionally, the course focuses on the human rights aspect of immigration, including issues related to the treatment of undocumented immigrants, human trafficking, and the system's response to the recent influx of refugees and asylum seekers. No prerequisites. (This course satisfies Social Science and Domestic Pluralism.)

**POLS 269: Testimony and Trials**

This course will examine how the U.S. Constitution's procedural safeguards in the 4th, 5th, 6th, 7th and 8th amendments are effectuated in a court of law. The course

will explore how constitutional law and rules of evidence and procedure intersect with concepts of justice and fairness. Students will study the law, the sociology and the philosophy of the trial process. (This course satisfies Social Science and Speaking Intensive.)

### **POLS 272: Mock Trial**

Mock trial is a competitive trial advocacy program where students compete regionally as attorneys and witnesses in civil and criminal cases. Students in this competitive program craft case theories, learn rules of evidence and evidentiary objections, and draft and perform opening statements, direct and cross examinations, and closing arguments for timed competition. Students enrolled in the course are expected to compete in the regional competition held annually in February. Enrollment by permission of instructor only. (This course satisfies Experiential Learning and Speaking Intensive.)

*cross listed: THTR 272*

### **POLS 200: Black Politics and Protest**

This course traces moments in the history of Black America's quest for freedom and survival. This course analyzes how Black political movements have operated in relation to, and in response to, segregation, (un)employment, housing, policing and incarceration, voting rights, health, education, and law. Consequently, this course examines how state repression has responded to, neutralized, and liquidated Black movements and the people that led them. While the focus is primarily on Black American politics and struggle, this course also showcases how Black political engagement has always been globally linked with struggles for liberation across Africa and the Caribbean, Latin and South America, Europe, and Asia. From slavery and abolition, the Civil War and Reconstruction, Jim Crow and Civil Rights, neoliberalism and war, to the election of Barack Obama in 2008, we examine the cultural, social, and political depth that Black people have carved in a history of American political discourse. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

*Cross listed: AFAM 282*

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## **PSYCHOLOGY (PSYC)**

### **PSYC 110: Intro to Psychological Science**

(Introduction to Psychological Science.) This course provides a broad, general introduction to the field of psychology, the scientific study of behavior. Topics surveyed include scientific methodology, biological bases of behavior, sensation and perception, states of consciousness, learning, thinking, memory, motivation and emotion, development, personality, stress and health, psychological disorders and

psychotherapy, social interaction, and diversity. Satisfactory completion of Psychology 110 is a prerequisite for most advanced courses in psychology, which generally cover in greater depth and breadth the topics you will encounter in this course. Three lectures and one laboratory per week. (This course satisfies Natural Science.)

### **PSYC 130: Deadly Shapes, Hostage Brains**

Age-related neurological diseases that hold our brain hostage are major 21st-century global health burdens and are among the most actively funded areas of medical research. In this course, students delve into primary literature through research projects that investigate how deadly protein shapes underlie complex neurodegenerative illnesses, like Alzheimer's, Huntington disease, and Parkinson disease and discover how little we still know, despite astonishing advances. Students dissect human brains to understand the underlying brain pathology. Trips to Chicago to visit neurology laboratories, neuroscience research centers, and attend a major neuroscience conference present the latest advances in neurological research. Additionally, students debate ethical dilemmas that face society as neuroscientists race towards solving current medical mysteries and experiment with potential new treatments. Students who have taken FIYS106 will not receive credit for this course. Two discussion/lecture and two laboratory hours per week. No prerequisites. (This course satisfies Natural Science and Speaking Intensive.)

*Cross listed: NEUR 130, BIOL 130*

### **PSYC 210: Developmental Psychology**

An examination of the principles of development with an emphasis on interpretation of empirical studies and theories. We stress the ongoing interplay of biological and environmental forces as influences on development; place development in a broad context of culture, class, and history; view children and adolescents as active shapers of their environment; emphasize both continuity and the capacity for change; and consider implications of developmental psychology for educators, practitioners, parents and policymakers. Prerequisite: Psychology 110. (This course satisfies Social Science.)

*cross listed: GSWS 210*

### **PSYC 215: Environmental Psychology**

Environmental psychology is the discipline concerned with interactions and relationships between people and their environments (including built, natural, and social environments). In this course we apply psychological methods and theories to a variety of issues and behaviors, considering such topics as landscape preference, wayfinding, weather, noise, natural disasters, territoriality, crowding, and the design of residential and work environments. We also explore images of nature, wilderness, home, and place, as well as the impact of these images on behavior. The course is grounded in empirical work, and incorporates observations and experiences in the

local environment. No prerequisite. (This course satisfies Social Science.)  
*cross listed: ES 215*

### **PSYC 250: Community Psychology**

Community Psychologists study individuals in the contexts of their communities - e.g., families, peer groups, schools, workplaces, religious groups, culture, and society - and strive to engage collaboratively in research and community action work to ameliorate social problems, enhance the overall well-being of the community and its members, and make positive public policy changes.

### **PSYC 255: Social Psychology**

Survey of the major topics of inquiry in social psychology: attitudes, social cognition, attribution, social norms and roles, conformity, social influence, persuasion, group dynamics, aggression, altruism, interpersonal attraction, stereotyping and prejudice, and conflict and peacemaking. Emphasis on applying social psychological principles to real-world phenomena as well as understanding basic research. Prerequisite: Psychology 110. (This course satisfies Social Science.)

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## **PUBLIC POLICY STUDIES (PPCY)**

### **PPCY 150: Public Policy Studies**

This course focuses on how public officials address policy problems, and why they select the solutions they do. We examine the public policymaking process, paying particular attention to the role played by political actors (elected officials, interest groups, governmental agencies) seeking to influence the tone and direction of policy. Attention will also be paid to how particular policy issues and problems gain (or fail to gain) the public's attention, including the role that political elites and the media play in agenda setting. Finally, the course assesses the effects of public policies on citizens' lives. In doing so, students will assume the role of "policy analyst," learning how to write briefs in which they evaluate various policy reforms. In sum, students will gain the necessary tools to systematically assess when a public policy is achieving its desired goals and whether it is being implemented effectively and efficiently. No prerequisites. (This course satisfies Social Science.)  
*cross listed: POLS 150*

### **PPCY 255: Economic Analysis of Public Policy**

This course introduces students to the economic methods used in policy making and evaluation. The course examines efficiency and equity rationales for enacting policy. Case studies are used to introduce current issues and policy proposals. Students learn how to identify and account for positive and negative externalities, and how to apply cost-benefit analysis and other policy evaluation techniques. Case studies are chosen from a variety of areas, including inequality, economic growth, regulation,

and the provision of services, among others. Prerequisite: ECON 110. (This course satisfies Social Science.)  
cross listed: ECON 255

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## **RELIGION (RELG)**

### **RELG 160: Introduction to Asian Religions**

This course examines religious identities and practices in various regional contexts of Asia, including those described as Hindu, Buddhist, Jain, Sikh, Confucianist, and Islamic. Students learn about complex interrelations of these traditions within a wider global context and examine their modern expressions. Students read scriptural texts and analyze the diversity of their interpretations while participating in historical role-playing games, which use an innovative methodology called Reacting to the Past. Students research and articulate opinions of historical characters, while learning to express themselves with clarity, precision, and force. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)

*Cross listed: ASIA 160*

### **RELG 202: The Bible as Literature**

The Bible—a multi-authored, multi-faceted, and multi-vocal ancient text, which has continued to be printed at a rate of over 100 million copies a year many centuries after its first compilation—is considered by many to be the most influential text in Western literature. This course will introduce students to the Bible—the Hebrew Bible and Christian Scriptures (Old and New Testament)—as a literary text in its own right, worthy of close reading and textual analysis. No prerequisites. (This course satisfies Humanities.)

*Cross listed: ENGL 202*

### **RELG 213: Global Islam**

This course explores the origin and development of the Islamic religious tradition, along with varying interpretations of Islamic law and prominent issues facing contemporary Muslims around the world. Participants in the course read classical and contemporary literature as windows into Muslim life in different cultures and historical periods, and view Islamic art and architecture as visual texts. To learn about the rich diversity within Islam, students can work with texts, rituals, poetry, music, and film from a range of cultures within the Muslim world, from the Middle East, Africa, and Asia to Europe and North America. No prerequisites. (This course satisfies Humanities and Global Perspective.)

*Cross listed: ASIA 213*

**RELG 215: Buddhist Paths to Nirvana**

In this course, we delve into ways in which Buddhist philosophers, monks, nuns, and the lay community respond to what they see as the core problem of human existence: suffering. From its origins in India to the spread of Buddhism throughout Asia and, now, the global diaspora, we study contemporary and historical Buddhist traditions and movements, including Theravada, Mahayana, Tantric (esoteric) Buddhism, Dr. Ambedkar's Navayana, and engaged Buddhism, which applies long-standing Buddhist values to the social, political, economic, and ecological problems of today. We turn to the writing of some of the world's greatest spiritual leaders, such as Dalai Lama and Thich Nhat Hanh, who offer practical advice on everyday challenges of being human. This course includes a significant experiential component. Students meet Buddhist practitioners from the greater Chicago area and practice meditation, learning specific techniques that they can take with them beyond the classroom. No prerequisites. (This course satisfies Humanities and Global Perspective.)

*Cross listed: ASIA 215*

**RELG 226: Religion and Gender in South Asia**

This course examines representations of gender, divinity, and power in South Asia. Delving into epics, hymns, women's songs, animated films, scholarly articles, and observation of contemporary religious practices, we ask whether stories of Hindu goddesses empower women or serve the interests of a patriarchal culture. Through a variety of approaches, we investigate how women and men experience, negotiate, and subvert constructions of gender, femininity, and masculinity. The course culminates in a role-playing game, which uses an innovative methodology called Reacting to the Past to delve into legislation on Sati (ritual widow-burning) in colonial India. Students research and articulate opinions of historical characters, while learning to express themselves with clarity, precision, and force and developing their public speaking skills. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)

*Cross listed: GSWS 226, ASIA 226*

**RELG 234: Witches, Preachers, and Mystics**

In this course students consider the historical development of religion in the United States of America. We study topics such as the contact between Native Americans and European settlers, religion and the founding of the Republic, religious revivals and awakenings, immigration and religion, the rise of new forms of religion in the United States, responses to scientific and technological developments, and the entangling of religion and politics. The course covers religion from the colonial period to the dawn of the twentieth century. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

*Cross listed: HIST 234*



## **RELG 256: Religion, SciFi, AI, and Non-Human**

This class examines how science fiction has addressed the deeply religious questions of what it means to be a person, and the nature of the self, consciousness, and the supernatural. Given the recent rise of A.I. (artificial intelligence) technology, we pay particular attention to how the genre understands the human and our relationship to the non-human and the trans-human: the A.I., the robot, the alien, the divine, and the monster. We consider this relationship in terms of the central concerns of religion, from ethics and philosophy, to fears about an A.I. apocalypse, to the nature of the soul. In class we analyze diverse science fiction and speculative fiction (types of media, time periods, cultures), and utilize A.I. and other software in projects.

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## **SOCIOLOGY AND ANTHROPOLOGY (SOAN)**

### **SOAN 110: Introduction to Sociology and Anthropology**

This course introduces the perspectives, concepts, and methods of sociology and anthropology. Students examine the basic principles of culture and social structure in order to gain an appreciation of the dynamics of social behavior. Topics include kinship and family, religion, globalization, race, class, and gender, political and economic systems, and the impact of social change on cultural life. Through a variety of readings, discussions, and written assignments, students learn how these disciplines contribute to our understanding of the contemporary world. (This course satisfies Social Science.)

### **SOAN 200: Chicago Parks**

Students employ interdisciplinary methodologies drawn from anthropology, sociology, history, politics, literary studies, and environmental studies to examine a wide range of source material, including artifacts, photographs, maps, surveys, oral histories, fiction, poetry, and more. Special emphasis on and field studies to Chicago's South Side parks that hosted two World's Fairs. (This course satisfies Humanities and Domestic Pluralism.)

*Cross listed: ES 200*

### **SOAN 206: Introduction to Disability Studies**

Disability Studies emerged as a formal field of study in the 1980s and focuses on how "disability" is created, understood, and navigated by society. This course takes up questions proposed by Disability Studies: When does a difference in how someone uses their body or mind become an impairment? What kinds of impairments do different societies consider disabling? Why are so many differences pathologized and medicalized, focused on "fixing" people rather than on understanding them? How does the societal label of disability affect how people are treated by others in their communities? How does it affect a person's sense of self? What does a society's idea of a disability reveal about the anxieties and values

shaping that society? And, perhaps most importantly, how does interrogating the idea of disability open us to more useful understandings of ideas like inclusion? No prerequisites. (This course satisfies Social Science and Domestic Pluralism.)

### **SOAN 210: Principles of Social Organization**

This course examines patterns that occur in human interaction - at both micro and macro scales. Focus is placed upon a process understanding of society. Topics include the generation of a shared reality, production of culture, types of relationships and their key features, predictable patterns of organization and their internal dynamics, as well as social universals such as conflict, change, and resource allocation. Prerequisite: Sociology and Anthropology 110. Enrollment priority given to departmental majors and minors. (This course satisfies Social Science.)

### **SOAN 235: Racism and Ethnic Relations**

This course surveys of the development of the theories of race and ethnic relations at the individual, group, and cultural levels. Students will examine the impact these theories have had on social policy. The course focuses on the experience of Asians, Latinos and African Americans with special attention given to institutional expressions of oppression in American Society. (This course satisfies Social Science and Domestic Pluralism.)

*Cross listed: AFAM 235*

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## **SPANISH (SPAN)**

### **SPAN 210: Intermediate Spanish**

This course provides a systematic review of the basic elements of Spanish grammar and enhance vocabulary acquisition with emphasis on effective communication. Culture-based readings, videos, and a variety of oral and written exercises address historical and social contexts. Increased linguistic fluency and cultural understanding prepare students for success in more advanced coursework and study abroad. Students should follow with SPAN 212 in spring to complete the year-long sequence. (This course satisfies Humanities and Global Perspective.)

### **SPAN 212: Advanced Intermediate Spanish**

Spanish 212 is an advanced course to continue developing students' listening, speaking, reading, and writing abilities. Some of the course objectives include fostering classroom discussion, writing guided compositions, reviewing grammar topics, and building vocabulary beyond the elementary and intermediate levels. In addition to language studies, some aspects of Hispanic/Latino cultures are introduced through the reading of contemporary fiction as well as articles. Practice in reading contemporary fiction and expository prose, drama, and poetry to develop reading ease and accurate comprehension beyond the elementary and intermediate

levels. Prerequisite: Spanish 210 or placement at the 212 level. (This course satisfies Humanities and Global Perspective.)

### **SPAN 255: Conversation and Composition**

Intensive practice and free conversation and composition on a wide range of topics reflecting the needs and interests of the participants. Concentrated study of vocabulary, idioms, and selected grammar patterns and paradigms needed for oral proficiency. Activities include drills, discussions based on readings, debates, dialogues, and sketches. Supporting materials will be drawn from Latin American and Peninsular short stories, films, magazines, and newspapers. Prerequisite: SPAN 212 or higher or placement exam recommendation or permission of instructor. Not open to heritage speakers, except by permission of instructor. (This course satisfies Humanities and Speaking Intensive.)

### **SPAN 260: Spanish for Heritage Speakers**

This course is specifically oriented towards heritage speakers of the language - this is, those for whom Spanish is the predominant spoken language in the home. Students who enter this class will not necessarily have had a formal education in the language, but they must be native speakers of it. The course introduces, reiterates and fortifies the student's grammatical and compositional skills while refining his/her oral expression. The class is conducted exclusively in Spanish, and in addition to the requisite participation, there are a considerable number of writing, literary analysis and reinforcement assignments throughout the semester. The students also research the various dialects of Latin American, Peninsular as well as U.S. Spanish. (This course satisfies Domestic Pluralism and Speaking Intensive.)

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## **THEATER (THTR)**

### **THTR 105: Introduction to Dance**

In this course we will explore the basic elements of dance: space, energy, relationships, time, and the coordination of our bodies. We will develop our natural creativity and further our understanding of a variety of dance forms while gaining strength, flexibility, and technical dance skills. We will also study the historical development of modern dance. (This course satisfies Creative & Performing Arts.)

### **THTR 120: Acting I: Being on Stage**

For beginners and experienced actors alike, this course is required for all theater majors but open to students from any discipline with any level of experience. What is acting? Is there a difference between being and acting? How do we draw from our own lives to create a performance? Is there a difference between performing and acting? This class explores these questions through performance, reading, and written analysis. Students will study scripts, acting theory, and one another's work as

they sharpen their acting techniques and critical thinking skills. (This course satisfies Creative & Performing Arts.)

### **THTR 160: Stagecraft for Stage and Screen**

An introduction to the technology employed backstage to create the magic of theatrical productions. This course is open to beginning students in all disciplines and will provide an experiential and practical orientation to stagecraft through hands-on projects in: set and prop construction, hanging & focusing lights, painting, makeup, and stage management. Other topics include theater terminology, safety procedures, and hand & power-tool usage. (This course satisfies Creative & Performing Arts.)

### **THTR 200: Production Practicum**

The Production Practicum THTR 200 sections 01, 02, 03 and 04 provide theater students with an opportunity to earn college credits for supervised projects in any area of production, excluding performance. This includes developing contracts between students and the assigned instructor, and shop supervisors and staff, contracting to perform 40 hours on tasks, keeping track and reporting those hours and becoming accountable for completing assignments within the allotted time. Ideally, students should register for section 01 as a freshman; section 02 as a sophomore; section 03 as a junior; and section 04 as a senior. A total of four .25 credits of practicum are required for graduation. The Chair of the Theater Department must approve all registrations. (This course satisfies Creative & Performing Arts.)

### **THTR 250: Exploring Chicago Stages**

There's no better way to get to know Chicago -- in all its cultural diversity -- than by exploring its theater scene, recognized as one of the best in the world. In this class students read, discuss, and attend performances of classic and contemporary plays at theaters throughout the city, ranging from small 'storefront' companies to such institutions as the world-famous Goodman and Steppenwolf Theaters. In this class, we discuss how theater both reflects and shapes our understanding of various identities in society at large, and we draw from the field of performance studies to think about how theater can help us understand the politics of identity. Students read scripts and criticism, write reviews and research papers, and participate in workshops with local artists. (This course satisfies Humanities and Domestic Pluralism.)

### **THTR 251: Intro to Performance Studies**

In this course, we will explore the flourishing new discipline of Performance Studies. This field of study began as a collaboration between theater director and theorist Richard Schechner and anthropologist Victor Turner, combining Schechner's interest in 'aesthetic performance' (theater, dance, music, performance art) with Turner's interest in performance as ritual within indigenous cultures, or (as Erving Goffman

has written) 'the presentation of self in everyday life.' Performance Studies often stresses the importance of intercultural performance as an alternative to either traditional proscenium theatre or traditional anthropological fieldwork. In addition to the above and other authors, the course will include in-class performance exercises along with field trips to performances in Chicago. (This course satisfies Social Science and Domestic Pluralism.)

*Cross listed: SOAN 251*